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ABSTRACT

The aim of the study was to evaluate the Occupational Orientation programs funded by the Texas Department of Occupational Education. Interviews with 69 staff members rated the adequacy of various program features. Highest ratings were assigned to such items as freedom to utilize materials, equal opportunities, field trips, developing four year plans, and understanding the principle of the program. There were 186 recommendations for program improvements and changes submitted by classroom teachers, occupational orientation teachers, counselors, and administrators. In addition, students participating in the programs in two school systems were evaluated by pretest and posttest. Indications are that the instructional programming was very effective in these school systems. There are 66 tabular presentations containing the major volume of data and information gathered. Appendixes include the interview schedule and the self-evaluation and program analysis form with results. (MS)

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SEARCH FOR EFFECTIVENESS OF THE OCCUPATIONAL ORIENTATION PROGRAMS IN THE STATE OF TEXAS

FINAL REPORT

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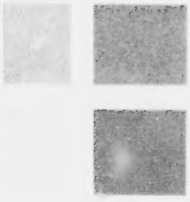

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F I N A L R E P O R T

June, 1973

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ABSTRACT AND SYNOPSIS OF FINDINGS

This abstract, including a synopsis of findings, is included in the final report to summarize, in digest form, the procedures and findings of the study.

The chief aim of the study was to determine the effectiveness of the Occupational Orientation programs funded by the Department of Occupational Education, Texas Education Agency, for the school year 1972-73. In the spring and summer of 1972, an Interview Schedule was developed and piloted based upon the results of the Self-Analysis Survey conducted in 1972. (See Appendix B for report on Self-Analysis Survey and Program Analysis.) In the fall of 1972, 69 Occupational Orientation Program staff members were interviewed. The results of this phase of the study revealed that out of 38 interview items requiring a rating range from one to five - "very adequate" to "very inadequate," 13 items (34 percent) rated between "very adequate" to "adequate"; 21 items (55 percent) rated between "adequate" to "somewhat adequate"; and four items (11 percent) rated between "somewhat adequate" and "inadequate." The highest ratings were assigned to interview items regarding the following:

- Freedom to utilize materials in the classroom
- Equal opportunities for students to participate in the program
- Field trips
- Developing four year plans
- Understanding principle of the program
- Utilization of Resource Speakers
- Understanding program objectives
- Cooperation of the business community
- Student's attitude toward the world of work.

The lowest ratings were given to interview items regarding the following:

- Assistance received from advisory committees
- Analysis of textbooks for occupational information
- Parent participation
- Assistance received from the Texas Education Agency.

Following are the program areas listed in priority order in which recommendations were made for improving the occupational orientation programs.

- Instructional Materials and Media
- Staff Development and In-Service Education
- Field Trips
- Curriculum and Program Scheduling
- Administration of Programs
- Staffing Arrangements
- Facilities Accommodating and Supporting the Program
- Students, Other School Personnel, and Community.

Evaluation of students participating in the occupational orientation programs was conducted in two school systems in the North Texas area - Fort Worth and Greenville. In the fall of 1972, a pretest was administered to 22 sixth grade students in Fort Worth, and to 35 eighth grade students in Greenville. A posttest was administered in the spring of 1973. The chief aim of this phase of the study was to assess the degree to which student knowledge about occupations was influenced as the result of participation in occupational orientation programs. Significantly higher posttest scores were evidenced by both groups of students on all test variables. The instructional programming was apparently very effective in these school systems.

INTRODUCTION-PLANNING AND MANAGEMENT CONSIDERATIONS

The evaluation of the Occupational Orientation Program funded by the Department of Occupational and Technical Education began in April, 1972, and was completed June 30, 1973. The evaluation system progressed through eight distinct phases:

- Development of 1971-72 project year survey instrument
- Collection of survey data
- Analysis and reporting of data
- Evaluation of summer institutes
- Analysis and interpretation of data from summer institutes
- Development of statewide evaluation model and implementation of evaluation procedures
- Analysis and interpretation of statewide evaluation data
- Preparation of final report.

The development of the survey instrument was the first step in the process for establishing 1971-72 project year base line data. The instrument was developed with the assistance of an advisory committee composed of two staff members of the Division of Occupational Research and Development, two representatives of each of the three phases of the occupational orientation programs, two consultant coordinators, two classroom teachers, and two laboratory teachers and the consortium coordinator. The evaluation team had primary responsibility in the instrument development process. The first draft of the survey instrument was submitted to a group of selected program participants for review, criticism, and modification. This was accomplished by personal interviews with members of the evaluation team.

The survey instruments were mailed to each program director in May, 1972, and the collection of the survey data began. The survey data were analyzed, interpreted, and reported during June, 1972. (See Appendix B for report.)

During the summer of 1972, the evaluation of the summer institutes was conducted which included the development and administration of evaluation instruments, on a pre and posttest basis, by the evaluation team. The analysis and interpretation of the summer institute data was completed in July, 1972, following the institutes. These data were included in the first interview reports covering the 1971-72 project year.

The developmental phase of the statewide evaluation model was actually initiated in the spring of 1972. The development of this model drew upon the resources of the advisory committee and the results obtained through the survey instrument and the summer institute evaluations. The implementation of the statewide evaluation model began in the fall of 1972, and was completed in April of 1973.

The analysis and interpretation of the data generated was completed in May, 1973. The final project report was prepared in June, 1973.

The following interim reports concerning the development and implementation of the evaluation system have been developed and presented to the appropriate Texas Education Agency personnel on the dates indicated below:

- First Interim Report - June 30, 1972

  This report dealt with the development of the survey instrument and the collection, analysis, and reporting of the data which was to provide the base line data to be incorporated into the first interim report. (See Appendix B for report.)

- Second Interim Report - July 31, 1972

  This report dealt with the operation of the survey institutes, their evaluation through the development and administration of pre and posttest instruments, and the analysis and interpretation of these data. The results were incorporated with the previously developed base line data contained in the first interim report.

. Third Interim Report - February 28, 1973

This report summarized the development of the statewide evaluation model which utilized the resources of the advisory committee and the base line data developed in the earlier phases of the project. These data were also contained in the previous interim reports, and in a preliminary report of the precedures implemented and tentative results obtained from the application of the evaluation model. The third interim report was basically a progress report and also included some tentative conclusions and implications based on procedural activities and results to February, 1973. Those conclusions and implications were expressed in the report in general terms of program strengths and weaknesses which appeared to be projecting themselves at that stage of the total program evaluation effort. In addition, the report included some earlier results of the implementation of the interview schedule.

This report is the Final Report of the evaluation project. It contains the background and history of the development of the statewide evaluation model, including the events and activities of the advisory committee and the data and information generated in the earlier phases of the project. The final report contains results, conclusions, and recommendations based on procedural results from the initiation of the evaluation project to its completion.

There are 66 tabular presentations in this final report. These tables contain the major volume of data and information gathered through implementation of the procedures of this study. An attempt was made to develop the tables in such a way so as to present the findings of the study in a clear, concise manner. In addition, narrative statements are included to clarify and amplify the data tabulated.

INTERVIEW SCHEDULE DEVELOPMENT AND ADMINISTRATION

Interview items included in the structured interview schedule were formulated from the summary of a Self-Evaluation and Program Analysis of Pilot Occupational Program completed by personnel in 82 pilot programs throughout the state and results of evaluation data generated by two summer institutes. (See Appendix B for report.) A preliminary structured interview schedule was prepared. The structured interview schedule was field tested with personnel in two pilot programs. Bibliographic data to be collected was decided upon by the project director and staff of the Center for Research and Evaluation. Based upon the experience in the field testing, the final interview schedule contained 51 interview items, 38 requiring a rating from 1, very inadequate, to 5, very adequate. Thirteen interview items required answers of yes or no, numbers, or multiple choice. All personnel were interviewed on the job. The people interviewed were selected at random from 23 Texas school systems offering occupational orientation programs.

Those interviewed included the following personnel: classroom teachers, principals, occupational orientation teachers, consultant coordinators, and counselors. The same interview schedule was administered to each classification of personnel. The 69 personnel interviewed included six classroom teachers, eight principals, 26 occupational orientation teachers, 20 consultant coordinators, and nine counselors. Of all the questions asked each person interviewed, 51 items on the schedule were not duplicated. The interviews were conducted during the fall semester, and appropriate statistical procedures were applied to determine significant differences.

A copy of the Interview Schedule is attached to this report. Following is a summary description of this instrument to clarify its implementation as outlined in the content of this report.

- There are 141 separate items listed on the schedule
- The first eight items apply to each classification of personnel interviewed

- The next 23 items (9 through 31) were developed for classroom teachers
- The following 24 items (32 through 55) apply to administrators
- The next 42 items (56 through 97) are for occupational orientation teachers
- The next 28 items (98 through 125) apply to consultant-coordinators
- The final 16 items (126 through 141) were developed for counselors
- Each item on the Interview Schedule was appropriately dealt with according to the position held by the person being interviewed.

STUDENT EVALUATION DESIGN

A thorough search of the literature indicated a limited number of standardized instruments for evaluating students in the area of career education. The instrument selected was entitled "Children's Knowledge About Occupations" authored by Dr. Richard Nelson, Purdue University. The instrument measured the student's knowledge and ability to describe functions in selected occupations of students in grades 3-11. A structured interview approach was used at third grade, but grades above consisted of a self-administered test.

The scale consisted of 16 color slides of occupations and a questionnaire designed to measure the student's knowledge of the occupation and his interest in it. In administering the questionnaire, the student was requested to identify the occupation, describe it, indicate his interest in it, and explain the basis for his interest or lack of it.

In determining the reliability of the scale, a sub-sample of approximately 10 percent (59) was used. The test-retest reliability coefficients over a three to four month period were respectively .74 for titling and describing and .58 for interest in occupations. Both of these coefficients were significant at the 1 percent level of significance.

Responses on the scale are apparently highly related to the variables of sex, socioeconomic levels, intelligence, and urban-rural residences. Since many of these findings were in the predicted direction, the scale appears to have concurrent and construct validity.

The sixth grade students of William James Middle School in the Fort Worth Independent School District and eighth grade students of the Greenville Junior High School in the Greenville Independent School District were administered the evaluation instrument, "Children's Knowledge About Occupations."

During the fall semester, the pretest was administered to the sixth

graders in Fort Worth and the eighth graders in Greenville. The classroom rolls of students enrolled in the course were obtained from the respective schools and each student was assigned a number. Using the table of random numbers 22 (50 percent) sixth graders and 35 (50 percent) eighth graders were administered the instrument.

The posttest was administered during the spring semester to all sixth graders and eighth graders enrolled in the schools mentioned above. Summary of test results can be found in Tables 65-67 of this report.

DESCRIPTION OF POPULATION

The population of the project consisted of school personnel from 23 school districts in Texas which operated occupational orientation programs. Following is a list of these school districts:

Houston Independent School District

Fort Worth Independent School District

San Antonio Independent School District

Alice Independent School District

McAllen Independent School District

Pharr-San Juan-Alamo Independent School District

Lyford Independent School District

North Forest Independent School District

Beaumont Independent School District

Austin Independent School District

Lockhart Independent School District

Georgetown Independent School District

Tyler Independent School District

Greenville Independent School District

Weatherford Independent School District

Granbury Independent School District

Beeville Independent School District

Harlandale Independent School District

Corsicana Independent School District

Northwest Independent School District

Grayson County Cooperative

Sherman Independent School District

Denison Independent School District

The school personnel consisted of the following classification:

Elementary Teachers

Building Principals

Occupational Orientation Teachers

Consultant/Coordinators

Counselors

The student population of the project included 48 sixth graders at the William James Middle School in the Fort Worth Independent School District and 74 eighth graders enrolled in the Greenville Junior High School in the Greenville Independent School District.

DATA COLLECTION PROCEDURES

The initial data collection procedures were described in some detail in the interim reports and briefly described in other sections of this report. Following is a summary of the major data collection procedures employed in the project.

Beginning in October, 1972, efforts were initiated to implement the project evaluation system by administering an interview schedule. The interview instrument was developed and piloted based upon the results of the earlier procedures of the project and the Self-Analysis Survey conducted in 1971-72. Between October, 1972, and December 31, 1972, 69 personnel involved in the occupational orientation programs in 23 different school systems in Texas were interviewed. Each person interviewed was subjected to a structured interview schedule which had been field tested with project staff members in two pilot programs. Bibliographic data to be collected was decided upon by the project director and staff of the Center for Research and Evaluation at North Texas State University. The final interview schedule contained 51 separate interview items; 38 of these items required a rating from 1 (very inadequate) to 5 (very adequate). Thirteen interview items required yes or no responses, numbers, or multiple choice.

All personnel were interviewed on the job. Interviews were prearranged. Those being interviewed did not see the interview schedule prior to the actual interview. Interview procedures were read by the person conducting the schedule of questioning at the beginning of the interview. Each interview continued for approximately 20-30 minutes. There was limited discussion following the interview. In some instances, certain materials, etc. concerning the program were examined and discussed following the interview.

Those interviewed included the following personnel: classroom teachers, principals, occupational orientation teachers, consultant coordinators, and

counselors. The same interview schedule was administered to each classification of personnel. The 69 personnel interviewed included six classroom teachers, eight principals, 26 occupational orientation teachers, 20 consultant coordinators, and nine counselors. Of all the questions asked each person interviewed, 51 items on the schedule were not duplicated.

The instrument selected for evaluating students enrolled in the occupational orientation program was "Children's Knowledge About Occupations" by Richard Nelson, Purdue University. The instrument consists of 16 color slides of various occupations and an accompanying questionnaire to measure the students' knowledge and interest in them. In participating in the administration of the questionnaire, the student was asked to identify the occupation, describe it, indicate his interest in it, and explain his interest or lack of it. During the fall semester 22 sixth graders at the William James Middle School in the Fort Worth Independent School District were pretested, along with 35 eighth graders enrolled in Greenville Junior High School in the Greenville Independent School District. This followed the administration of "Children's Knowledge About Occupations" to all the sixth and eighth grade students enrolled in these schools. The class rolls from each school were obtained, and each student was assigned a number. Using the table of random numbers, 22 (50 percent of the class) sixth graders and 35 (50 percent of the class) eighth graders were selected for pretesting. The posttest was administered during the spring semester to all sixth graders and eighth graders enrolled in the program in the William James Middle School, Fort Worth Independent School District, and the Greenville Junior High School in the Greenville Independent School District.

SUMMARY-INTERVIEW INSTRUMENT ITEM RESPONSES

In this section of the report, the responses of the interview instrument are tabulated and analyzed.

The population for the project consisted of elementary teachers, principals, occupational orientation teachers, consultant/coordinators, and counselors from 23 occupational orientation programs in Texas. Of the 69 on-site interviews conducted 33 of those interviewed (47.8 percent) were males and 36 (52.2 percent) were females. Position level and sex of the personnel interviewed are presented in Table 1.

TABLE 1

FREQUENCIES AND PERCENTAGES OF INTERVIEW ITEMS ASKED
FIVE GROUPS OF PERSONNEL INVOLVED IN PROGRAM

Group	Interview Items Asked	% of 51 Total Interview Items
Classroom Teacher	23	45.1
Administrator	24	47.1
Occupational Orientation Teacher	44	86.3
Consultant/Coordinator	30	58.8
Counselor	15	29.4

It can be noted that different interview items were asked each group because of their particular responsibilities in the program. There were 51 non-duplicated interview items asked in the structured interview schedule.

TABLE 2

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
POSITION, LEVEL, AND SEX

	Elem.		Middle/Junior		High School		Tot	%
	M	F	M	F	M	F		
Classroom Teacher	0	6	0	0	0	0	6	8.7
Administrator	3	0	5	0	0	0	8	11.6
Occupational Orientation Teacher	0	0	16	9	1	0	26	37.7
Consultant/Coordinator	6	14	0	0	0	0	20	29.0
Counselor	0	2	1	5	1	0	9	13.0
Totals	9	22	22	14	2	0	69	100

It can be observed that 46 (66.7 percent) of the personnel interviewed were the occupacional orientation teachers and consultant/coordinators more closely and directly involved in the program.

TABLE 3

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
HIGHEST DEGREE HELD

	Position										Tot	Tot
Degrees	CT	%	Adm	%	OO	%	C/C	%	C	%	F	%
Doctors	0	0	0	0	0		0		0		0	0
Masters	3	50	7	87.5	5	19.2	9	45	9	100	33	47.8
Bachelors	3	50	1	12.5	21	80.8	11	55	0		35	52.2
No Degree	0	0		0	0		0		0		0	
Totals	6		8		26		20		9		69	100.0

The majority (52.2 percent) of all personnel interviewed had obtained at least the bachelors degree, and almost as many (47.8 percent) held the masters degree.

TABLE 4

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
NUMBER OF YEARS TEACHING EXPERIENCE

Years Experience	Position											
	CT		Adm		OO		C/C		C		Total	Total
	F	%	F	%	F	%	F	%	F	%	F	%
1-3	1	16.7	0		10	38.5	4	20.0	1	11.1	16	23.2
4-6	1	16.7	0		7	26.9	4	20.0	1	11.1	13	18.8
7-9	1	16.7	1	12.5	1	3.9	4	20.0	2	22.2	9	13.0
10-12	1	16.7	1	12.5	2	7.7	4	20.0	0		8	11.6
13-15	0		1	12.5	3	11.5	0		2	22.2	6	8.7
15 or more	2	33.3	5	62.5	3	11.5	4	20.0	3	33.3	17	24.7
Totals	6		8		26		20		9		69	100.0

As indicated in the table, 29 (42.0 percent) of all positions had six or less years teaching experience. The occupational orientation teachers had 17 (65.4 percent) with six or less years teaching experience and ten (38.5 percent) with three or less years teaching experience.

TABLE 5

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
NUMBER OF OCCUPATIONAL ORIENTATION
COURSES COMPLETED

No. of Courses	CT		A		OO		C/C		C		F	%
	F	%	F	%	F	%	F	%	F	%		
0	6	100	8	100	5	19.2	7	35.0	2	22.2	28	40.6
1	0		0		1	3.9	0		4	44.4	5	7.3
2	0		0		7	26.8	4	20.0	2	22.2	13	18.8
3	0		0		4	15.3	3	15.0	0		7	10.1
4	0		0		6	23.1	2	10.0	0		8	11.6
5	0		0		1	3.9	3	15.0	1	11.2	5	7.3
6	0		0		1	3.9	1	5.0	0		2	2.9
7	0		0		0		0		0		0	0
8	0		0		0		0		0		0	0
9	0		0		1	3.9	0		0		1	1.4
Totals	6		8		26		20		9		69	100.0

It can be observed that 53 (76.8 percent) of the personnel interviewed have not completed course work to receive certification for the program. Seventeen (65.4 percent) of the occupational orientation teachers and 14 (70.0 percent) of the consultant/coordinators did not have certification but were in the process of obtaining appropriate certification.

TABLE 6

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
NUMBER OF IN-SERVICE PROGRAMS ATTENDED

No. of Programs	CT	A	00	C/C	C	F	%
0	2	6	5	2	7	22	31.8
1	0	0	7	4	1	12	17.3
2	0	0	4	2	0	6	8.7
3	1	1	3	0	0	5	7.3
4	0	0	0	1	0	1	1.5
5	0	0	2	0	0	2	2.9
6	1	1	1	1	0	4	5.8
7	0	0	0	0	0	0	0.0
8	0	0	0	0	0	0	0.0
9	0	0	0	0	1	1	1.5
10 or more	2	0	4	10	0	16	23.2
Totals	6	8	26	20	9	69	100.0

Thirty-four (49.1 percent) of the personnel in the program had attended only one or less in-service program. It can be noted that 16 (23.2 percent) of the personnel attended ten or more in-service programs and ten (50 percent) of the consultant/coordinators attended ten or more programs.

TABLE 7

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
WORK EXPERIENCE OUTSIDE OF TEACHING

Cluster	CT		A		OO		C/C		C		Total	Total
	F	%	F	%	F	%	F	%	F	%	F	%
Agri-Business and Natural Resources					2	2.0			1	1	3	3.1
Business and Office			2	2	15	15.3	31	31.6	4	4.1	52	53.1
Communication and Media							1	1.0			1	1.0
Construction					3	3.1	2	2.0			5	5.1
Consumer and Homemaking					1	1.0	2	2.0			3	3.1
Environmental Control					1	1.0					1	1.0
Fine Arts and Humanities					2	2.0					2	2.0
Health							1	1.0			1	1.0
Hospitality and Recreation			1	1	1	2.0					2	2.0
Manufacturing			2	2	3	3.1	1	1.0	1	1.0	7	7.1
Marine Science												

TABLE 7--Continued

Cluster	CT F	CT %	A F	A %	00 F	00 %	C/C F	C/C %	C F	C %	Total F	Total %
Marketing and Distribution					3	3.1	1	1.0			4	4.1
Personal Services					1	1.0					1	1.0
Public Services	1	1	1	1	6	6.1	1	1.0	1	1.0	10	10.2
Transportation					6	6.1					6	6.2
Total	1		6		44		40		7		98	100.0

It can be noted that the work experience outside of teaching includes both part-time and full-time employment. The table includes the number of work experiences of the 69 personnel interviewed. Fifty-two (53.1 percent) of work experience outside of teaching was in the Business and Office Cluster, and ten (10.2 percent) was in the public service field.

TABLE 8

FREQUENCIES, PERCENTAGES, AND AVERAGE MONTH AND YEARS FOR INTERVIEW ITEM: WORK EXPERIENCE OUTSIDE OF TEACHING

Work Experience	CT		A		00		C/C		C		Total	Total
	F	%	F	%	F	%	F	%	F	%	F	%
None	5	83.3	3	37.5	2	7.7	2	10.0	2	22.2	14	20.3
Total Months	48		372		1585		1240		123		3368	
Average Months	8.0		46.5		60.96		62.0		13.67		48.8	
Average Years	.67		3.8		5.08		5.17		1.14		4.07	

It can be noted that only one (16.7 percent) of the six classroom teachers had work experience outside of teaching.

TABLE 9

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEMS ASKED EACH GROUP OF PERSONNEL

Interview Item	Group					
	CT	A	OO	C/C	C	Total F
To what extent did you receive orientation to the program?	X	X	X	X	X	5
To what extent do you understand the basic principles of the program?	X	X	X	X	X	5
To what extent do you understand the objectives of the program?	X	X	X	X	X	5
To what extent do you understand your role?	X	X	X	X	X	5
In which of the following areas have you observed changes in students?	X	X	X	X	X	5
To what extent are field trips essential?	X	X	X	X		4
Is there an advisory committee?		X	X	X	X	4
To what extent do you receive assistance from the advisory committee?		X	X	X	X	4
To what extent do parents participate?		X	X	X	X	4
To what extent have teaching materials been developed?	X		X	X		3
To what extent has the program improved school discipline?	X	X	X			3
Was a pretest administered to the student?	X		X	X		3
Will a posttest be administered to the students?	X		X	X		3

TABLE 9 (Continued)

Interview Item	Group					
	CT	A	OO	C/C	C	Total F
To what extent have text-books been analyzed for occupational information?		X	X	X		3
To what extent has the current instructional program been analyzed?		X	X	X		3
To what extent does the business community cooperate?		X	X	X		3
Approximate percent of students participating in program.		X		X	X	3
Do you feel a need for more definite standards and guidelines?		X	X	X		3
Do you feel a need for information concerning other programs?		X	X	X		3
To what extent has teacher attitude changed?		X	X	X		3
To what extent have you received assistance from the regional Education Service Center?		X	X	X		3
To what extent have you received assistance from the Texas Education Agency?		X	X	X		3
To what extent are supplies and materials available?	X		X			2
To what extent have you received written instructional materials?	X		X			2
To what extent are you given freedom to utilize materials in the classroom?	X		X			2

TABLE 9 (Continued)

Interview Item	Group					
	CT	A	OO	C/C	C	Total F
To what extent are resource speakers effective?	X		X			2
To what extent has enthusiasm for learning increased?	X		X			2
To what extent can this enthusiasm be attributed to the program?	X		X			2
To what extent have the students' attitudes improved toward school?	X		X			2
To what extent have the students' attitudes improved toward the world of work?	X		X			2
To what extent have the students developed respect for all kinds of work?	X		X			2
To what extent do all students have equal opportunity to participate?		X		X		2
How are students selected?		X		X		2
Is the program limited to non-college bound students?		X			X	2
Are the facilities adequate?			X	X		2
To what extent has the program assisted in identifying interest?			X	X		2
To what extent has the program assisted in identifying abilities?			X	X		2
To what extent has the program assisted in identifying opportunities?			X	X		2

TABLE 9 (Continued)

Interview Item	Group					Total F
	CT	A	OO	C/C	C	
To what extent have the students increased in self-awareness?			X	X		2
To what extent are students relating school to work?			X		X	2
To what extent has the program assisted in making four year plans?			X		X	2
To what extent has the program motivated students to continue their education?			X		X	2
Has there been a follow-up study conducted of students?			X		X	2
What percent of time do you have to devote to remedial education?	X		X			2
What is the approximate ratio of teacher/student?		X		X		2
To what extent did you receive assistance from the consultant coordinator?	X					1
Do you feel that time was taken from your teaching?	X					1
To what extent does the program have to develop basic skills?			X			1
What percent of time have you had to devote to remedial education?			X			1
To what extent has the counseling and guidance participated in the program?			X			1

TABLE 9 (Continued)

Interview Item	Group						
	CT	A	OO	C/C	C	Total F	Total %
What changes do you recommend?	X	X	X	X	X		

Totals	CT		A		OO		C/C		C	
	F	%	F	%	F	%	F	%	F	%
	23	45.1	24	47.1	44	86.3	30	56.8	15	29.4

It can be noted that 44 (86.3 percent) of the 51 items were asked the occupational orientation teachers and 30 (56.8 percent) were asked the consultant coordinators. The personnel in these positions were the most actively involved in the program.

TABLE 10

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 1:
TO WHAT EXTENT DID YOU RECEIVE ORIENTATION
TO THE PROGRAM?

Group	Mean	S. D.
Classroom Teachers	4.17	1.17
Administrators	3.13	.36
Occupational Orientation	2.89	1.17
Consultant/Coordinator	3.21	1.22
Counselor	3.56	1.01

The orientation received by administrators generally resulted from informal contact with the occupational orientation teacher or consultant/coordinator. In Tables 5 and 6 it can be noted that eight (100 percent) had not had a course in occupational orientation and six (75 percent) had not attended an in-service program.

The occupational orientation teachers and consultant/coordinators received their orientation mainly from summer institutes, reading the proposal, and attending meetings. As indicated in Tables 5 and 6 of this report 12 (46.2 percent) had no courses in occupational orientation and seven (26.9 percent) had not attended an in-service program.

It can be noted in Table 57 that staff development/orientation was mentioned 27 (14.5 percent) times as a change recommended by all personnel interviewed.

TABLE 11

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 2: TO WHAT EXTENT DO YOU UNDERSTAND THE BASIC PRINCIPLES OF THE PROGRAM?

Group	Mean	S. D.
Classroom Teachers	4.00	1.26
Administrators	4.38	.51
Occupational Orientation	4.40	.48
Consultant/Coordinator	4.58	.50
Counselor	4.33	.50

It can be noted that all personnel interviewed stated that they adequately or more than adequately understood the basic principles of the program. During the interview period, the personnel interviewed were not requested to explain the basic principles of the program but simply to state as to what extent they felt that they understood the basic principles of occupational orientation programming.

TABLE 12

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 3:
TO WHAT EXTENT DO YOU UNDERSTAND THE OBJECTIVES
OF THE PROGRAM?

Group	Mean	S. D.
Classroom Teachers	4.17	1.17
Administrators	4.25	.45
Occupational Orientation	4.41	.56
Consultant/Coordinator	4.53	.50
Counselor	4.33	.70

The short range objectives were adequately understood by the personnel interviewed, but the long range objectives beyond the funding of the project were not well known. There was no attempt made during the interview to encourage the personnel interviewed to name some or all of the objectives of the program. The interview was focused on the objectives of the program.

TABLE 13

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 4:
TO WHAT EXTENT DO YOU UNDERSTAND YOUR ROLE?

Group	Mean	S. D.
Classroom Teachers	4.00	1.26
Administrators	3.88	.64
Occupational Orientation	4.22	.55
Consultant/Coordinator	4.16	1.02
Counselor	3.18	.96

It can be noted that the two positions not involved directly with the program, administrator, and counselor, did not feel that they adequately

understood their role.

The occupational orientation teachers and consultant/coordinators understood their roles but still perceived the program as a new venture and pilot program with the job description being changed throughout the pilot phase.

TABLE 14

FREQUENCIES AND PERCENTAGES FOR THE INTERVIEW ITEM 5: IN WHICH OF THE FOLLOWING AREAS HAVE YOU OBSERVED CHANGES IN STUDENTS?

	CT		A		OO		C/C		C		Total	Total
	F	%	F	%	F	%	F	%	F	%	F	%
Attitude	6	100	8	100	26	100	17	85	7	78	64	93
Attendance	4	67	1	13	12	46	5	25	1	11	23	33
Discipline	5	83	5	63	24	92	9	45	5	56	48	70
Academics	4	67	6	75	16	62	10	50	5	56	41	59
Course Selection	0	0	3	38	18	69	3	15	6	67	30	43
Career Awareness	2	33	5	63	26	100	15	75	7	78	55	80
Future Orientation	2	33	4	50	21	81	9	45	5	56	41	59

The consultant/coordinators at the awareness level stated that the changes observed depended upon the cooperation of the classroom teacher in presenting the program.

It can be noted that 64 (93 percent) observed changes in attitude, and 55 (80 percent) observed changes

in Career Awareness.

Although only 30 (43 percent) observed changes in course selection, this can likely be attributed to the fact that at the awareness level the students do not select courses in grades K-6.

It can be observed that 48 (70 percent) observing changes in disciplines correlates with Table 20 for interview item 11: To what extent has the program improved discipline? The personnel interviewed stated that it was between "somewhat" and "adequate."

TABLE 15

MEANS AND STANDARD DEVIATIONS FOR THL INTERVIEW ITEM 6:
TO WHAT EXTENT ARE FIELD TRIPS ESSENTIAL?

Group	Mean	S. D.
Classroom Teachers	4.50	.83
Administrators	4.33	.81
Occupational Orientation	4.52	.96
Consultant/Coordinator	4.47	.97

The personnel interviewed were asked to express their opinion on field trips regardless of whether field trips were conducted or not. They rated 5 "essential" to 1 "not essential."

The main reasons for not taking any or taking very few field trips were the following: lack of time, limited funds, periods too short, and logistical problems.

It can be noted in Table 58 that 15 (25 percent) of the personnel interviewed recommended changes in the area of field trips.

TABLE 16

FREQUENCIES AND PERCENTAGES FOR THE INTERVIEW ITEM 7:
IS THERE AN ADVISORY COMMITTEE?

Group	Yes F	No F	Total F	Total Y %	Total N	Total N/A
Administrator	3	4	7	42.9	57.1	1
Occupational Orientation	11	14	25	44	56	1
Consultant/ Coordinator	5	14	19	26.3	73.7	1
Counselor	1	7	8	12.5	87.5	0
Totals	20	39	59			

The majority of those interviewed stated that there was an advisory committee stipulated but that it was largely in name only, inactive, or on a district wide basis. Those stating that there was not an advisory committee also indicated that it was being talked about or in the process of development.

It can be noted in Table 17 that 42 (66.7 percent) stated that it was not applicable in regard to interview item: To what extent do you receive assistance from the advisory committee?

TABLE 17

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 8:
TO WHAT EXTENT DO YOU RECEIVE ASSISTANCE
FROM THE ADVISORY COMMITTEE?

Group	Mean	S. D.	Total F	N/A %
Administrator	2.00	.70	5	62.5
Occupational Orientation	1.92	.90	15	57.7
Consultant/ Coordinator	3.40	.54	14	70.0
Counselor	0.00	.00	8	100
Totals			42	66.7

It can be noted that only the consultant/coordinators rated the assistance received from the advisory committee as "somewhat adequate." While 14 (70 percent) stated that it was not applicable to their situation.

The status of the functions of advisory committees seems to be that they are ready to serve upon request but are very seldom requested to participate to a great extent.

TABLE 18

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 9:
TO WHAT EXTENT DO PARENTS PARTICIPATE?

Group	Mean	S. D.
Administrators	2.71	.48
Occupational Orientation	2.63	1.25
Consultant/Coordinator	3.53	.97
Counselor	2.67	- .50

Participating parents served as speakers, sponsors, and role models; and in one instance they served during an in-service program. The parents of students taking the occupational orientation program were most active participants.

It can be noted that only the consultant/coordinators stated that the participation was between "somewhat adequate" and "adequate."

TABLE 19

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 10: TO WHAT EXTENT HAVE TEACHING MATERIALS BEEN DEVELOPED?

Group	Mean	S. D.
Classroom Teachers	4.17	1.23
Occupational Orientation	3.52	.97
Consultant/Coordinator	3.79	.90

The occupational orientation teachers, without teaching materials developed, stated that because of lack of preparation time, they relied on commercially developed materials. It can be noted in Table 55 that nine (13 percent) stated the need for more adequate materials and equipment.

The consultant/coordinators developed guides and handbooks for the use of classroom teachers as indicated by the adequate rating given by classroom teachers.

TABLE 20

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 11:
TO WHAT EXTENT HAS THE PROGRAM
IMPROVED SCHOOL DISCIPLINE?

Group	Mean	S. D.
Classroom Teachers	4.20	.73
Administrators	3.00	1.20
Occupational Orientation	3.54	.86

Comments of the administrators interviewed indicated that the program eliminated study halls, enhanced the learning atmosphere, and increased student awareness; however, one stated it had no effect on school discipline.

The occupational orientation teachers stated that it was too soon to tell, only to those enrolled; and one stated that he was divorced from the school environment so wouldn't know about school discipline. The mean correlates with Table 14 in regard to observed changes in discipline of students.

TABLE 21

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 12:
WAS A PRETEST ADMINISTERED TO THE STUDENT?

Group	Yes F	No F	Total F	Total Y %	N
Classroom Teacher	1	5	6	16.7	83.3
Occupational Orientation	6	20	26	23.1	76.9
Consultant/ Coordinator	4	15	19	21.1	78.9
Total	11	40	51	23	77

The test administered by the personnel interviewed were mainly locally developed with only two using a commercially developed testing program. There was one scheduled, one used last year's posttest, one did not have a counselor, one had no background to develop a test, and one didn't know.

TABLE 22

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 13:
WILL A POSTTEST BE ADMINISTERED TO THE STUDENTS?

Group	Yes F	No F	Total F	Total Y	%	N
Classroom Teacher	4	2	6			
Occupational Orientation	18	9	27			
Consultant/ Coordinator	11	8	19			
Total	33	19		63		37

It can be noted that in Table 21, 11 (23 percent) administered a pretest while 33 (63 percent) indicated that a posttest would be administered. Seven (3.5 percent) stated that the test would be locally developed, two (4.9 percent) would be commercial, and one (1.9 percent) would be evaluated by an evaluation team. One planned to administer a posttest at the end of each cluster.

TABLE 23

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 14:
TO WHAT EXTENT HAVE TEXTBOOKS BEEN ANALYZED
FOR OCCUPATIONAL INFORMATION?

Group	Mean	S. D.	Total N/A
Administrator	2.17	.76	2
Occupational Orientation	2.16	.63	1
Consultant/ Coordinator	3.76	1.01	2

The textbooks that have been analyzed are primarily in the social studies area. It should be noted that only the consultant/coordinators rated the interview item between the "somewhat adequate" and "adequate" range. There were five (9.3 percent) who did not consider this item applicable to the program.

TABLE 24

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 15:
TO WHAT EXTENT HAS THE CURRENT INSTRUCTIONAL
PROGRAM BEEN ANALYZED?

Group	Mean	S. D.	Total F	N/A %
Administrator	3.17	.87	2	25.0
Occupational Orientation	3.38	.73	1	3.9
Consultant/ Coordinator	3.56	.71	1	5.0
Total			4	

The administrators considered the program evaluation to be a function of central management, or to be included in the regular program evaluation. Some of the occupational orientation teachers stated that the principal was the key, or that an outside evaluation should be conducted. Some of the consultant/coordinators stated that evaluation was in process but that not all classroom teachers were being evaluated. Four (7.4 percent) stated that the item was not applicable to the program.

TABLE 25

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 16: TO WHAT EXTENT DOES THE BUSINESS COMMUNITY COOPERATE?

Group	Mean	S. D.	Total F	N/A %
Administrators	4.50	.48	2	25.0
Occupational Orientation	3.69	.43	2	7.7
Consultant/ Coordinator	4.58	.52		
Total			4	7.4

It should be noted that the administrators and consultant/coordinators rated the interview item between "adequate" and "very adequate." All levels stated that the business community cooperated upon request.

Some of the occupational orientation teachers stated that the business community was not aware of the program and that they would likely cooperate when the advisory committee was appointed.

TABLE 26

FREQUENCIES AND PERCENTAGE FOR INTERVIEW ITEM 17:
APPROXIMATE PERCENT OF STUDENTS
PARTICIPATING IN PROGRAM

Interval	A		C/C		C		Total	Total
	F	%	F	%	F	%	F	%
10-20							0	0
20-30	2	25.0			5	55.6	7	21
30-40			1	5.0			1	3
40-50							0	0
50-60	1	12.5	1	5.0			2	6
60-70			1	5.0			4	3
70-80	1	12.5	1	5.0			2	6
80-90			1	5.0			1	3
90-100	3	37.5	13	65	3	33.3	19	58
Total	7		18		8			

It can be noted that 19 (58 percent) of the personnel asked the interview item stated that 90-100 percent of the students participated. Thirteen (65 percent) of the consultant/coordinators stated that 90-100 percent of the students participated based upon the amount of cooperation of the classroom teacher in presenting the program.

In Table 41 the consultant/coordinators and administrators responded to interview item 32: To what extent do all students have equal opportunity to participate? They rated this item between "adequate" and "very adequate".

TABLE 27

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 18:
DO YOU FEEL A NEED FOR MORE DEFINITE
STANDARDS AND GUIDELINES?

Group	Y		N		Total
	F	%	F	%	F
Administrator	7	88	1	12	8
Occupational Orientation	20	77	6	23	26
Consultant/ Coordinator	15	79	4	21	19
Total	42	79	11	21	53

The comments stated by the administrators indicated the need for integration and consolidation of the program into the other subject areas.

The occupational orientation teachers stated that the guidelines should be flexible, and that latitude should be given to the teacher. One stated that the counselor should have guidelines, and one stated that guidelines would be helpful.

One consultant/coordinator commented that without guidelines, it was difficult to explain purposes of the program to others. One stated that the approach should be more uniform, and guidelines should be flexible.

TABLE 28

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 19:
DO YOU FEEL A NEED FOR INFORMATION
CONCERNING OTHER PROGRAMS?

Group	Y		N	
	F	%	F	%
Administrator	8	100	0	0
Occupational Orientation	26	100	0	0
Consultant/Coordinator	18	94.7	1	5.3
Total	52	98.1	1	1.9

One administrator responded to the interview item that he thought he could profit from it. One occupational orientation teacher stated the need for a newsletter, one information on methods, and one information from out of state. Of the personnel responding, 52 (98.1 percent) felt a need to receive information from other programs mainly to remain abreast of what was transpiring in other programs that could be beneficial to their program.

TABLE 29

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 20:
TO WHAT EXTENT HAS TEACHER ATTITUDE CHANGED?

Group	Mean	S. D.
Administrator	3.71	.17
Occupational Orientation	4.04	64
Consultant/Coordinator	4.11	.66

One administrator stated that the teachers never displayed a bad attitude toward the program.

The response from the occupational orientation teachers and consultant/

coordinators indicated an improvement of teacher attitudes toward the program.

In the opinion of the majority of the personnel interviewed, the attitude of the classroom teacher had changed in a positive manner and in a noticeable manner.

TABLE 30

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 21: TO WHAT EXTENT HAVE YOU RECEIVED ASSISTANCE FROM THE REGIONAL EDUCATION SERVICE CENTER?

Group	Mean	S. D.
Administrator	3.50	.60
Occupational Orientation	3.52	.62
Consultant/Coordinator	3.25	.59

It can be noted that all three levels rated the assistance received from the Regional Education Service Center between "somewhat adequate" and "adequate."

Two of the administrators stated that films were acquired, one didn't know, one upon request, one not requested, and one of the consultant/coordinators required it.

Four of the occupational orientation teachers stated that films were required, one stated that a new consultant was recently employed, and one upon request.

Three of the consultant/coordinators had not requested assistance, one was not allowed, one had no funding, one couldn't answer, and one stated "inadequate materials."

TABLE 31

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 22:
TO WHAT EXTENT HAVE YOU RECEIVED ASSISTANCE
FROM THE TEXAS EDUCATION AGENCY?

Group	Mean	S. D.
Administrator	2.60	.50
Occupational Orientation	3.04	.43
Consultant/Coordinator	3.21	.49

It can be noted that administrators rated this interview item between "inadequate" and "somewhat adequate." One never asked for assistance, one corresponded only, one not personally, and one not as a school staff member.

One occupational orientation teacher stated that more visits were needed from TEA and one stated upon request.

One consultant/coordinator replied that it was a pilot program, one stated there was room for improvement, and one had not requested assistance.

Table 55 indicates that of the 186 recommended changes, 14 (7.5 percent) related to contact with TEA.

TABLE 32

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 23:
TO WHAT EXTENT ARE SUPPLIES AND
MATERIALS AVAILABLE?

Group	Mean	S. D.
Classroom Teacher	3.83	.83
Occupational Orientation	3.78	.79

It can be noted that both the classroom teacher and the occupational orientation teacher rated the interview item between "somewhat adequate" and "adequate." The one comment from the classroom teachers was that booklets were available. Two of the occupational teachers responded that no textbooks were available, one had inadequate funds, one had a lack of A-V materials, and one received slow backing from the director.

It can be noted in Table 56 that of the 186 recommended changes 35 (18.6 percent) concerned supplies and materials for instructional purposes.

TABLE 33

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 24: TO WHAT EXTENT HAVE YOU RECEIVED WRITTEN INSTRUCTIONAL MATERIALS?

Group	Mean	S. D.
Classroom Teacher	4.33	.71
Occupational Orientation	3.26	.87

The classroom teachers rated this interview item between "adequate" and "very adequate." Two of the occupational orientation teachers responded that they received their materials from the summer institutes, one wrote off for previews, and one had limited written instructional materials.

TABLE 34

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 25: TO WHAT EXTENT ARE YOU GIVEN FREEDOM TO UTILIZE MATERIALS IN THE CLASSROOM?

Group	Mean	S. D.
Classroom Teacher	5.0	.00
Occupational Orientation	4.44	.15

There were no comments for this interview item. However, indications were that freedom did exist for the utilization of materials in the classroom at the discretion of the teacher.

TABLE 35

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 26:
TO WHAT EXTENT ARE RESOURCE SPEAKERS EFFECTIVE?

Group	Mean	S. D.
Classroom Teacher	4.40	.36
Occupational Orientation	4.42	.34

Only one classroom teacher responded to the interview item that she never used resource speakers.

One occupational orientation teacher responded that he relied heavily on resource speakers, one had a problem obtaining them, and one used them when possible. The general opinion was that the effectiveness varied according to the individual resource speaker.

TABLE 36

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 27:
TO WHAT EXTENT HAS ENTHUSIASM FOR
LEARNING INCREASED?

Group	Mean	S. D.
Classroom Teacher	3.83	.67
Occupational Orientation	3.38	.71

It can be noted that both levels of personnel interviewed rated the interview item "somewhat adequate" to "adequate." One classroom teacher commented that the enthusiasm increased through her own efforts rather than

through program content.

One occupational orientation teacher stated that there was no student involvement, one had the "low achieving" students, one too soon to measure, one varied, and one made no effort to measure.

TABLE 37

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 28: TO WHAT EXTENT CAN THIS ENTHUSIASM BE ATTRIBUTED TO THE PROGRAM?

Group	Mean	S. D.
Classroom Teacher	3.67	.47
Occupational Orientation	3.80	.53

It can be noted that Table 36 and Table 37 are related; and that indications were that enthusiasm for learning was improved but only somewhat traceable to the occupational orientation programs.

TABLE 38

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 29: TO WHAT EXTENT HAVE THE STUDENTS' ATTITUDES IMPROVED TOWARD SCHOOL?

Group	Mean	S. D.
Classroom Teacher	4.00	.50
Occupational Orientation	3.46	.48

One classroom teacher responded to the interview item that she was teaching five-year-olds and their attitude was excellent. The "adequate" rating is indicative of the attitude of elementary students toward school.

It should be noted that the occupational orientation teachers responded

to the interview item "somewhat adequate" to "adequate." One teacher had only two dropouts, one stated that attendance was up during career days, and one stated an increase in knowledge and skills.

In Table 14, 6 (100 percent) of the classroom teachers and 26 (100 percent) of the occupational orientation teachers observed changes in attitude.

TABLE 39

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 30:
TO WHAT EXTENT HAVE THE STUDENTS' ATTITUDES
IMPROVED TOWARD THE WORLD OF WORK?

Group	Mean	S. D.
Classroom Teacher	4.20	.35
Occupational Orientation	4.08	.41

One occupational orientation teacher responded to the interview item that there were too many variables and one was impressed. Indications were that students's attitudes in general, which included their concept of, and attitude toward the world of work were improving.

TABLE 40

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 31:
TO WHAT EXTENT HAVE THE STUDENTS DEVELOPED
RESPECT FOR ALL KINDS OF WORK?

Group	Mean	S. D
Classroom Teacher	4.20	.42
Occupational Orientation	3.81	.34

One occupational orientation teacher responded to the interview item that it was too early to tell. Indications were that students were exhibiting a more positive attitude generally which encompassed a higher regard for various kinds of vocations and occupations.

TABLE 41

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 32: TO WHAT EXTENT DO ALL STUDENTS HAVE EQUAL OPPORTUNITY TO PARTICIPATE?

Group	Mean	S. D.
Administrator	4.50	.50
Consultant/Coordinator	4.67	.50

One administrator responded to the interview item that students were encouraged to take the program. One consultant/coordinator responded to the interview item that all teachers offered the program, one stated the no pass or fail was an incentive, and one stated that it depended on the teacher.

It can be noted that the interview item correlates with Table 26. Indications were that students, for the most part, did have equal opportunities to participate in the program.

TABLE 42

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 33: HOW ARE STUDENTS SELECTED?

Group	Required		Elective		All		Selected		Total
	F	%	F	%	F	%	F	%	F
Administrator	2	25.6	3	42.9	2	31.5	0	0	7
Consultant/ Coordinator	0	0	0	0	13	92.9	1	7.1	14

It should be noted that 13 (92.9 percent) of the consultant/coordinators indicated that all students were given an opportunity to participate in the program.

TABLE 43

FREQUENCIES AND PERCENTAGES FOR THE INTERVIEW ITEM 34: IS THE PROGRAM LIMITED TO NON-COLLEGE BOUND STUDENTS?

Group	Y	%	N	%
Administrator	0	0	7	100
Counselor	0	0	8	100
Totals	0	0	15	100

One administrator responded to the interview item that most of the students are non-college bound but all can take the courses. One counselor responded "not at all." The above table indicates that 15 (100 percent) of the administrators and counselors stated that the programs were not limited to non-college bound students.

TABLE 44

MEANS AND STANDARD DEVIATIONS FOR THE INTERVIEW ITEM 35: ARE THE FACILITIES ADEQUATE?

Group	Mean	S. D.
Occupational Orientation	3.67	1.21
Consultant/Coordinator	3.84	.86

One occupational orientation teacher responded that he had to move from room to room.

In Table 62, 6 (3.4 percent) of the 186 recommended changes related to facilities.

TABLE 45

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 36: TO WHAT EXTENT HAS THE PROGRAM ASSISTED IN IDENTIFYING INTEREST?

Group	Mean	S. D
Occupational Orientation	4.00	.71
Consultant/Coordinator	3.79	.66

Comments from one occupational orientation teacher were that it is too difficult to measure, and one stated it was too soon.

Comments from consultant/coordinators were that a formal inventory was used, a local inventory was used, teacher responses, and interests are capitalized on.

TABLE 46

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 37: TO WHAT EXTENT HAS THE PROGRAM ASSISTED IN IDENTIFYING ABILITIES?

Group	Mean	S. D.
Occupational Orientation	3.64	.51
Consultant/Coordinator	3.18	.46

One occupational orientation teacher used the GED, and one stated it was too soon.

Comments from consultant/coordinators included "too soon," "self-awareness technique used," "further down the line," and "didn't know."

Indications were that the programs have assisted in the identification

of student abilities and aptitudes. The occupational orientation teachers and consultant/coordinators were in rather close agreement on this question.

TABLE 47

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 38:
TO WHAT EXTENT HAS THE PROGRAM ASSISTED IN
IDENTIFYING OPPORTUNITIES?

Group	Mean	S. D.
Occupational Orientation	3.96	.36
Consultant/Coordinator	4.05	.71

One consultant/coordinator stated that this was the primary purpose of the program. The consultant/coordinators responded more positively in the affirmative concerning the degree that the programs have assisted in identifying student opportunities.

TABLE 48

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 39:
TO WHAT EXTENT HAVE THE STUDENTS INCREASED
IN SELF AWARENESS?

Group	Mean	S. D.
Occupational Orientation	3.93	.76
Consultant/Coordinator	3.71	.57

One occupational orientation teacher responded to the interview item that this was the strong point of the program.

One consultant/coordinator responded to the interview item that it was "too soon," one stated it was the main objective, one that it was hard to judge, and one that there was no strong evaluation.

The occupational orientation teachers and the consultant/coordinators

were in rather close agreement concerning the extent that the programs have assisted students in the increase of self-awareness.

TABLE 49

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 40:
TO WHAT EXTENT ARE STUDENTS RELATING
SCHOOL TO WORK?

Group	Mean	S. D.
Occupational Orientation	3.65	.67
Counselor	3.22	1.21

One occupational orientation teacher responded to the interview item that the program was individualized, one that it was doing it very much, and one that he was doing it through games. The counselors interviewed and the occupational orientation teachers agreed closely that the programs are helping students in relating school to work.

TABLE 50

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 41:
TO WHAT EXTENT HAS THE PROGRAM ASSISTED IN
MAKING FOUR YEAR PLANS?

Group	Mean	S. D.	N/A
Occupational Orientation	4.30	.43	4
Counselor	4.60	.27	3
Total			7

Two occupational orientation teachers responded to the interview item that it was too early or too soon to plan.

One counselor responded to the interview item that it was a tremendous assistance, and one stated that it helped make one year plans.

It should be noted that seven (15.2 percent) stated that it was not applicable.

TABLE 51

MEANS AND STANDARD DEVIATIONS FOR INTERVIEW ITEM 42:
TO WHAT EXTENT HAS THE PROGRAM MOTIVATED STUDENTS
TO CONTINUE THEIR EDUCATION?

Group	Mean	S. D.
Occupational Orientation	3.93	.86
Counselor	3.86	1.16

One occupational orientation teacher responded to the interview item that it was a great inprovement.

One counselor responded to the interview item that she was unable to state, one didn't know, and one thought it was too difficult to know.

TABLE 52

FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM 43:
HAS THERE BEEN A FOLLOW-UP STUDY
CONDUCTED OF STUDENTS?

Group	F	Y	%	F	N	
Occupational Orientation	7			19		
Counselor	3			5		
Totals	10		29	24		71

The occupational orientation teachers commented that it was too early, "first year of program," "don't know," "no counselor," and one had been conducted."

One counselor stated that they were talking about it.

TABLE 53

PERCENTAGE FOR INTERVIEW ITEM 44: WHAT PERCENT OF TIME DO YOU HAVE TO DEVOTE TO REMEDIAL EDUCATION?

Group	%
Classroom Teacher	32.50
Occupational Orientation	20.78

The classroom teachers were in the elementary grades and would be expected to spend more time with the remedial work. One stated that she had the low group. Indications were that too little time and effort was being devoted to very essential remedial type activities.

TABLE 54

RESPONSES TO INTERVIEW ITEM 45: WHAT IS THE APPROXIMATE RATIO OF TEACHER/STUDENT?

Group	Ratio
Administrator	25.38
Consultant/Coordinator	28.65

The ratio of teacher to student in the occupational orientation program was 25.38 according to administrator response; 28.65, according to the consultant/coordinator responses.

The classroom teachers rate the interview item 46 - To what extent do you receive assistance from the consultant/coordinators? - as "adequate" with no additional comments.

In response to interview item 47 - Do you feel that time was taken from your teaching?- 100 percent of the classroom teachers stated that time

was not taken from their teaching. One teacher commented, "It needs to be integrated with all subject areas."

The occupational orientation teachers responded to interview item 48 - Does the program have to develop basic skills? - with a 3.5 rating between "somewhat adequate" and "adequate." One occupational orientation teacher stated that the question was not applicable.

To interview item 49 - To what extent do you have time to devote to remedial education? - with a 3.00 rating, "somewhat adequate." Table 53 indicates that the occupational orientation teachers stated that 20.78 percent of the time was devoted to remedial eduation.

The occupational orientation teachers responded to interview item 50 - To what extent do guidance and counseling personnel participate in the program? - with a 3.23 rating, between "somewhat adequate" and "adequate." One stated that the counselor administered the Kuder Test, and another stated that counselors would help on request.

TABLE 55

FREQUENCIES FOR INTERVIEW ITEM 51:
WHAT CHANGES DO YOU RECOMMEND?

Recommendations	Group					
	CT	A	00	C/C	C	Total F
1. More adequate materials and equipment	2	1	9	4	0	16
2. Stronger in-service programs for teachers and administrators	0	1	3	7	0	11
3. Field trips should be expanded or required	1	0	6	0	4	11
4. Required for 8th grade	0	2	6	0	3	11
5. Hands-on experiences	0	0	7	1	2	10
6. Definite guidelines from TEA	0	0	5	4	0	9
7. Need additional staff	1	0	2	4	0	7
8. Support from administration	0	0	2	4	0	6
9. Need course guide	1	2	2	0	0	5
10. Need funds for awareness material	0	0	0	5	0	5
11. Expand program	1	0	2	0	1	4
12. Lower student/teacher ratio	0	1	3	0	0	4
13. Integrate into subject areas	0	1	1	2	0	4
14. Funds for field trips	0	0	2	2	0	4
15. Adopt resource textbook	0	0	4	0	0	4
16. More outside resource people	2	0	0	0	1	3
17. Extension courses funded by TEA	0	0	2	1	0	3
18. Clerical assistance	0	0	0	3	0	3
19. Establish mini-centers	0	0	1	2	0	3

TABLE 55 - Continued

Recommendations	Group					
	CT	A	00	C/C	C	Table F
20. Permanent classroom	0	0	3	0	0	3
21. Elective for 7th-8th	0	0	3	0	0	3
22. 9th grade only	0	0	3	0	0	3
23. Utilization by all teachers	0	0	0	0	2	2
24. C/C should teach in classroom and serve as resource	1	1	0	0	0	2
25. List of resource speakers	0	1	1	0	0	2
26. Examine sequence of concepts	1	0	1	0	0	2
27. Work closer with counselors	0	0	0	2	0	2
28. Work closer with advisory committee	0	0	1	1	0	2
29. Develop more materials locally	0	0	1	1	0	2
30. Conference for program participants	0	0	0	2	0	2
31. More contact from TEA	0	0	1	1	0	2
32. More institutes	0	0	1	1	0	2
33. Required at all levels	0	0	0	2	0	2
34. More relevant courses for certification	0	0	1	1	0	2
35. More participation by community	0	0	2	0	0	2
36. Need flexible budget	0	0	2	0	0	2
37. Full year program	0	0	2	0	0	2
38. Ideas for teachers	0	0	0	0	1	1
39. Materials on specific occupations	0	0	0	0	1	1
40. Relationship between school and careers	0	0	0	0	1	1

TABLE 55 - Continued

Recommendations	Group					
	CT	A	00	C/C	C	Table F
41. In-depth study by students	0	0	0	0	1	1
42. Group guidance on character building	0	0	0	0	1	1
43. Include under MFP	0	0	0	1	0	1
44. Newsletter	0	0	0	1	0	1
45. Better salary schedule	0	0	0	1	0	1
46. A-V Specialists	0	0	0	1	0	1
47. More specialization	0	0	0	1	0	1
48. Flexible schedules	0	0	0	1	0	1
49. Time to develop handbooks	0	0	0	1	0	1
50. Include in teacher preparation program	0	0	0	1	0	1
51. More preparation for 00	0	0	1	0	0	1
52. Research from other programs	0	0	0	1	0	1
53. More emphasis in Junior High	0	0	1	0	0	1
54. Larger time blocks	0	0	1	0	0	1
55. Four periods a day	0	0	1	0	0	1
56. More local funds	0	0	1	0	0	1
57. Available to college and non-college students	0	0	1	0	0	1
58. Full year for Jr.-Sr.	0	0	1	0	0	1
59. Follow-up study	0	0	1	0	0	1
60. Split boys and girls	0	0	1	0	0	1
61. Ability grouping	0	0	1	0	0	1

There were 186 changes recommended as indicated in Table 55 of this report. These recommendations are analyzed in Table 56.

TABLE 56

FREQUENCIES AND PERCENTAGES CONCERNING MATERIALS, EQUIPMENT, AND SUPPLIES FOR INTERVIEW ITEM: WHAT CHANGES DO YOU RECOMMEND?

Recommended Change	CT	A	OO	C/C	C	Total F	Total % of all rec.
More adequate materials and equipment	2	1	9	4	0	16	8.6
Need course guide	1	2	2	0	0	5	2.6
Need funds for awareness material	0	0	0	5	0	5	2.6
Adopt resource textbook	0	0	4	0	0	4	2.2
Develop more materials locally	0	0	1	1	0	2	1.1
Ideas for teachers	0	0	0	0	1	1	.5
Materials on specific occupations	0	0	0	0	1	1	.5
Time to develop handbooks	0	0	0	1	0	1	.5
Totals	3	3	16	11	2	35	18.6

The highest number of the 186 recommended changes 16 (8.6 percent) was in the area of more materials and equipment; of the 26 occupational orientation teachers interviewed, nine (34.6 percent) changes indicated the need for more materials and equipment while four (20 percent) of the consultant/coordinators indicated the same needs. Only one (5 percent) of the consultant/coordinators recommended more time is needed to develop their own materials.

TABLE 57

FREQUENCIES AND PERCENTAGES CONCERNING ORIENTATION OR STAFF DEVELOPMENT FOR INTERVIEW ITEM: WHAT CHANGES DO YOU RECOMMEND?

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Stronger in-service programs for teachers and administrators	0	1	3	7	0	11	5.9
Extension courses funded by TEA	0	0	2	1	0	3	1.7
Conference for program participants	0	0	0	2	0	2	1.1
More contact from TEA	0	0	1	1	0	2	1.1
More institutes	0	0	1	1	0	2	1.1
More relevant courses for certification	0	0	1	1	0	2	1.1
Newsletter	0	0	0	1	0	1	.5
More specialization	0	0	0	1	0	1	.5
Include in teacher preparation program	0	0	0	1	0	1	.5
More preparation for OO	0	0	1	0	0	1	.5
Research from other programs	0	0	0	1	0	1	.5
Totals	0	1	9	17	0	27	14.5

As indicated in Table 57, 11 (5.9 percent) of the recommended changes were for stronger in-service programs for teachers and administrators. The changes were recommended by the occupational orientation teachers and consultant/coordinators with one change recommended by an administrator.

TABLE 58

FREQUENCIES AND PERCENTAGES CONCERNING FIELD TRIPS AND RESOURCES SPEAKERS FOR INTERVIEW ITEM: WHAT CHANGES DO YOU RECOMMEND?

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Field trips should be expanded or required	1	0	6	0	4	11	5.9
Funds for field trips	0	0	2	2	0	4	2.2
More outside resource people	2	0	0	0	1	3	1.7
List of resource speakers	0	1	1	0	0	2	1.1
Totals	3	1	9	2	5	20	10.9

Fifteen (8.1 percent) of the recommended changes concerned the area of field trips, being required, expanded, or funds being made available for taking field trips. In Table 15, the four levels of personnel interviewed rated the interview item: To what extent are field trips essential?, between "essential" and "very essential."

Of the 186 recommended changes, 44 (23.7 percent) concerned the curriculum and scheduling of the occupational orientation program. It can be noted that the range of changes extends from 11 to 1 with the recommendation that the program be required for all eighth graders being recommended 11 (5.9 percent) times.

TABLE 59

FREQUENCIES AND PERCENTAGES CONCERNING CURRICULUM AND SCHEDULING FOR INTERVIEW ITEM: WHAT CHANGES DO YOU RECOMMEND?

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Required for 8th grade	0	2	6	0	3	11	5.9
Hands-on experiences	0	0	7	1	2	10	5.4
Integrate into subject areas	0	1	1	2	0	4	2.2
Elective for 7th-8th	0	0	3	0	0	3	1.7
9th grade only	0	0	3	0	0	3	1.7
Examine sequence of concepts	1	0	1	0	0	2	1.1
Required at all levels	0	0	0	2	0	2	1.1
Full year program	0	0	2	0	0	2	1.1
Group guidance on character building	0	0	0	0	1	1	.5
Flexible schedules	0	0	0	1	0	1	.5
More emphasis in Junior High	0	0	1	0	0	1	.5
Larger time blocks	0	0	1	0	0	1	.5
Full year for Jr.-Sr.	0	0	1	0	0	1	.5
Split boys and girls	0	0	1	0	0	1	.5
Ability grouping	0	0	1	0	0	1	.5
Totals	1	3	28	6	6	44	23.7

Ten (5.4 percent) of the recommendations concerned the area of offering the students more hands-on experiences than they are able to obtain under the present program.

TABLE 60

FREQUENCIES AND PERCENTAGES
CONCERNING ADMINISTRATION

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Definite guidelines from TEA	0	0	5	4	0	9	4.8
Support from administration	0	0	2	4	0	6	3.2
Lower student/ teacher ratio	0	1	3	0	0	4	2.2
Work closer with counselors	0	0	0	2	0	2	1.1
Need flexible budget	0	0	2	0	0	2	1.1
Include under MFP	0	0	0	1	0	1	.5
Better salary schedule	0	0	0	1	0	1	.5
Four periods a day	0	0	1	0	0	1	.5
More local funds	0	0	1	0	0	1	.5
Available to college and non-college students	0	0	1	0	0	1	.5
Follow-up study	0	0	1	0	0	1	.5
Totals	0	1	16	12	0	29	15.4

Even though the program is in the pilot stages nine (4.8 percent) of the recommended changes concerned the need for more definite guidelines from the Texas Education Agency. Six (3.2 percent) changes involved the need for more support from the administration and four (2.2 percent) concerned the desire for lower pupil/teacher ratios.

TABLE 61

FREQUENCIES AND PERCENTAGES
CONCERNING STAFFING

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Need additional staff	1	0	2	4	0	7	3.7
Expand program	1	0	2	0	1	4	2.2
Clerical assistance	0	0	0	3	0	3	1.7
A-V Specialists	0	0	0	1	0	1	.5
Totals	2	0	4	8	1	15	8.1

The need for additional staff was recommended seven (3.7 percent), and four (2.2 percent) recommended the expansion of the program. Four (57 percent) of the seven recommendations for additional staff were made by the consultant/coordinator while one classroom teacher expressed the need for more staff members. Three (1.7 percent) changes concerned the need for clerical assistance by the consultant/coordinators.

TABLE 62

FREQUENCIES AND PERCENTAGES
CONCERNING FACILITIES

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Establish mini-centers	0	0	1	2	0	3	1.7
Permanent classroom	0	0	3	0	0	3	1.7
Totals	0	0	4	2	0	6	3.4

Three (1.7 percent) of the recommended changes were suggested by occupational orientation teachers wanting permanent classrooms rather than having to move from room to room. In Table 44, in response to the interview item: To what extent are the facilities adequate?, the personnel interviewed voted the item between "somewhat adequate" and "adequate."

TABLE 63

FREQUENCIES AND PERCENTAGES
CONCERNING STUDENTS,
OTHER PERSONNEL, AND COMMUNITY

Recommended Change	CT	A	OO	C/C	C	Total F	Total %
Utilization by all teachers	0	0	0	0	2	2	1.1
C/C should teach in classroom and serve as resource	1	1	0	0	0	2	1.1
Work closer with advisory committee	0	0	1	1	0	2	1.1
More participation by community	0	0	1	1	0	2	1.1
Relationship between school and careers	0	0	0	0	1	1	.5
In-depth study by students	0	0	0	0	1	1	.5
Totals	1	1	2	2	4	10	5.4

Two (1.1 percent) of the changes suggested were by counselors recommending that all teachers should participate in the program. One classroom teacher and one administrator suggested that the consultant/coordinator should teach in the classroom and serve more as a resource person. Two (1.1 percent) of the changes concerned the development of materials on the local level.

TABLE 64

SUMMARY FREQUENCIES AND PERCENTAGES FOR INTERVIEW ITEM:
WHAT CHANGES DO YOU RECOMMEND?

Category	CT	A	OO	C/C	C	Total F	Total %
Materials, equipment, and supplies	3	3	16	11	2	35	18.6
Staff development	0	1	9	17	0	27	14.5
Field trips	3	1	9	2	5	20	10.9
Curriculum and scheduling	1	3	28	6	6	44	23.7
Administration	0	1	16	12	0	29	15.4
Staffing	2	0	4	8	1	15	8.1
Facilities	0	0	4	2	0	6	3.4
Students, other personnel, and community	1	1	2	2	4	10	5.4
Totals	10	10	88	60	18	186	100.0

As indicated in the above table, 148 (79.6 percent) of the recommended changes were suggested by the occupational orientation teacher or the consultant/coordinator. Eighty-nine (47.9 percent) of these changes are in the areas concerning materials, curriculum, scheduling, and administration of the program.

SUMMARY-STUDENT PRETEST - POSTTEST PROCEDURES

One dimension of the study is to assess the degree to which student knowledge about occupations was influenced as a result of participation in the occupational orientation programs. Two school systems in the North Texas area participated in the study. One group constituted sixth grade students enrolled in occupational orientation classes in a middle school in a very large school system (Fort Worth), and a second group consisted of all eighth grade students enrolled in occupational orientation classes in a medium size school system (Greenville).

The instrument selected to assess change in knowledge was the Children's Knowledge About Occupations Test. Because the test was to be administered on a pretest-posttest basis over a six-month period, a testing effect was considered quite possible. The test author considered it a distinct possibility.

Consequently, each school population was randomly divided into two populations. One group was administered the knowledge test on a pretest-posttest basis and the parallel group administerd the test on a posttest basis only. Tables 65, 66, and 67 of this report present analyses of these data.

The results of pretest-posttest analyses for both groups on the identification of occupations and identification of functions scores are presented in Table 65. Significantly higher posttest scores were evidenced by both groups on both variables. The instruction was apparently very effective in these programs.

TABLE 65

MEANS, STANDARD DEVIATIONS, AND t-VALUES FOR THE TWO STUDENT POPULATIONS MEASURE ON THE CHILDREN'S KNOWLEDGE ABOUT OCCUPATIONS TEST

Groups	PRETEST Mean	PRETEST S. D.	POSTTEST Mean	POSTTEST S. D.	t	p
Group A (N=22)						
Identification of Occupations	20.5	8.58	30.8	8.27	-6.33	.001
Identification of Functions	17.1	8.39	25.8	7.69	-5.97	.001
Group B (N=35)						
Identification of Occupations	31.5	7.72	36.7	7.95	-7.97	.001
Identification of Functions	25.2	8.21	31.3	7.16	-6.28	.001

Tables 66 and 67 present the comparisons of the pretest-posttest groups and the posttest only groups for each school system on both variables measured by the test. The results indicate no systematic tendency for the pretest-posttest group to score higher on the posttest. Thus the possible testing effect was not present.

TABLE 66

MEANS, STANDARD DEVIATIONS, AND F-VALUES FOR POSTTEST SCORES OBTAINED FROM PRETEST AND NO-PRETEST GROUPS IN SCHOOL DISTRICT A WITH THE CHILDREN'S KNOWLEDGE ABOUT OCCUPATIONS TEST

VARIABLE	PRETEST GROUP (N=22) MEAN	S. D.	NO-PRETEST GROUP (N=26) MEAN	S. D.	F	p
Identification of Occupations	30.8	8.27	30.7	7.06	.002	.96
Identification of Functions	25.8	7.69	25.3	5.31	.087	.76

TABLE 67

MEANS, STANDARD DEVIATIONS, AND F-VALUES FOR POSTTEST SCORES OBTAINED FROM PRETEST AND NO-PRETEST GROUPS IN SCHOOL DISTRICT B WITH THE CHILDREN'S KNOWLEDGE ABOUT OCCUPATIONS TEST

VARIABLE	PRETEST GROUP (N=22) MEAN	S. D.	NO-PRETEST GROUP (N=26) MEAN	S. D.	F	p
Identification of Occupations	36.7	7.95	31.3	7.16	.001	.97
Identification of Functions	36.6	5.85	30.9	4.03	.064	.79

SUMMARY-FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

1. Those conducting the interview schedule were impressed with the qualifications and apparent quality of all personnel involved in the occupational orientation programs, notwithstanding the fact that a majority of the staff members interviewed did not have adequate course work to be fully certified for the assignments.
2. There is an apparent need for the development and implementation of comprehensive in-service education programs in career education and occupational orientation programming for teachers, administrators, supervisors, and counselors.
3. The occupational orientation teachers and the consultant coordinators have had a considerable amount of experience in the business world. This may account for the excellent business - school system cooperation in the programs.
4. School administrators did not receive adequate orientation concerning the programs prior to their being activated. They are not presently being provided sufficient in-service or program developmental information concerning occupational-technical education. This may be one of the major weaknesses of the program.
5. It was apparent, however, that all personnel interviewed indicated that they understood fully the basic principles of the occupational orientation programs, as well as the short-range objectives; but the long-range goals were not well known.
6. Those administering the interview schedule were highly impressed with the understanding possessed by all personnel involved in the program concerning their roles and functions.
7. A very high percentage of the program personnel interviewed believed that student participants did significantly change their attitude toward school

for the better as a result of the programs. This overall attitude appeared to exhibit itself in improved attendance and behavior.

8. A majority of the program personnel believe strongly that field trips are significant activities in developing and implementing these programs. However, the logistics and mechanics of these activities were not worked out in most of the schools to make these activities as relevant and meaningful as they should have been.
9. Very few of the programs developed active, working, effective advisory committees. Even though these committees were organized, they did not perform in such a manner as to have a visible, positive effect upon the programs.
10. Parental involvement in the programs also appeared to function at a rather low level of effectiveness.
11. A high volume of instructional materials for these programs was developed in the local school systems. There was also evidence to indicate a great deal of utilization of commercially prepared curriculum materials, but teachers and program personnel were not completely relying on these materials for instructional purposes.
12. Over 75 percent of the programs did not develop a comprehensive program evaluation system. There was very little student pretesting and only 37 percent of the school systems planned to administer student posttests.
13. There was little evidence to indicate that current textbooks were thoroughly reviewed and analyzed to determine the amount and scope of materials available in them for occupational-technical programming.
14. It was apparent that administrators interviewed, along with other personnel, considered evaluation of occupational orientation programs to be a function of the administration like any other program in the school system.
15. It is rather obvious that the programs did receive the enthusiastic support of, and cooperation from, the business community in each of the school systems.

This cooperation was evident in many ways such as: field trips, resource people in the classroom, on-the-job experiences, etc.

16. There appeared to be quite a bit of evidence available in each of the school systems to indicate that equal opportunities were extended to all students to participate in the programs. The programs were not limited to the non-academically oriented and/or non-college bound students. School officials have made extensive efforts to make the programs accessible to all students regardless of their interests, aptitudes, and needs.

17. It is apparent that more definite standards and guidelines should be developed for the programs. These program guides should be designed to achieve uniformity and continuity of programming but should also maintain a reasonable amount of flexibility.

18. Information and communications about the occupational orientation programs in the schools should be improved through the development of an information center, publications, etc.

19. There is evidence to indicate that classroom teachers, not directly involved in occupational-technical education programs, have developed a more positive attitude toward the programs as they have learned more about them and have seen some of the results.

20. Regional Education Service Centers have not become actively involved in the development and implementation of these programs. Staff members with special expertise in career education could be extremely helpful in these efforts.

21. Guidelines in instructional program development and implementation have not been developed for these programs by the Texas Education Agency. Indications are that the Texas Education Agency should develop more direct and continuous contact with these programs to determine the type of assistance needed.

22. One of the chief concerns of the program personnel was the expressed need for additional materials, supplies, and equipment for instructional purposes. It appears that teachers were permitted to use a wide range and vast assortment

of materials and resources in the program. However, there seemed to be a shortage of suitable materials.

23. Classroom teachers appeared to be making effective use of resource speakers from the community and other sources.

24. There is evidence to support the conclusion that the occupational orientation programs have had some impact upon students' enthusiasm for learning. The extent and nature of this impact were not readily discernable. One hundred percent of the classroom teachers and occupational orientation teachers observed overall changes in students' attitude toward learning and school in general.

25. The attitude of student participants toward the world of work and the dignity of labor and occupations did improve somewhat significantly during the program.

26. The physical facilities provided the occupational orientation programs were adequate with a few exceptions noted by the occupational orientation teachers. Only three of the 186 recommended changes in the program operation related to improvement of facilities.

27. There is evidence to indicate that the programs have assisted in the improvement of the process of learning more about individual student interests, abilities, aptitudes, and needs. They have also had some positive impact toward assisting students to explore their own abilities and interests, along with an increase in self-awareness. This may well be one of the stronger features of the programs.

28. Occupational orientation teachers and the consultant/coordinator responded rather positively that the programs have assisted in indentifying opportunities for students. In their opinion this was one of the primary goals of the program and one of its very strongest facets.

29. The occupational orientation teachers and counselors agreed rather strongly that the programs were a very positive and helpful influence upon students

in the process of relating school life to work. There were also indications that the occupational orientation programs were of some value and assistance to students and counselors in the development of future educational planning and a positive influence to motivate students to stay in school and continue their education.

30. There was little evidence to indicate that many substantial plans were being developed to implement follow-up studies of students completing the programs, although practically everyone agreed that this should be done.

31. Indications were that perhaps not enough time was being spent planning remedial and developmental educational programming for those students in the program who so badly need it.

32. The student-teacher ratio was from 25 to 28. Some of the respondents to interview items concerning this matter stated that the ratio should be reduced. It generally appears, however, to be a reasonably acceptable working situation.

33. Results of personnel interviews during the study indicated that highest ratings were assigned to the following items on the interview schedule:

    - freedom to utilize materials in the classroom
    - equal opportunities extended to students to participate in the programs
    - the significance of field trips
    - impetus given to students in the development of four-year high school programs
    - understanding goals and opbjectives of the program
    - utilizing community resource people in the classroom
    - cooperation and support of the business community with the program
    - personnel understandings of roles and functions in the program
    - student attitude toward world of work.

34. There were 186 recommendations for program improvements and changes submitted by the classroom teachers, occupational orientation teachers, counselors, and administrators in response to items 55 through 64 on the Interview Schedule.

- 158 of these changes were recommended by those staff members most directly connected with the programs - occupational orientation teachers, classroom teachers, and consultant coordinators.
- 28 of the recommendations were made by the administrators and counselors.

35. Following are the general areas in which recommended changes were made in priority order:

1. Instructional materials, equipment, supplies
2. Staffing development
3. Field trips
4. Curriculum and scheduling
5. Administration
6. Staffing arrangements
7. Facilities
8. Students, other personnel, and community.

36. The following recommendations were made by Classroom Teachers, Administrators, Occupational Orientation, Consultant/Coordinators, and Counselors concerning instructional materials, supplies, and equipment:

- More adequate instructional materials, supplies, and equipment should be provided.
- Course guides should be developed.
- Awareness materials are needed and funds should be provided.
- Resource textbooks should be adopted.
- More materials should be developed locally.
- Idea sources should be provided teachers.
- Resource materials should be furnished for specific occupations.
- Program handbooks should be developed.

37. The following recommendations were made concerning staff development activities:

- Stronger in-service education programs should be provided for teachers and administrators.
- Extension courses should be offered by institutions of higher education funded by Texas Education Agency.
- Special conferences should be arranged for all program participants.
- More assistance in this area should be provided by the Texas Education Agency.
- Special summer institutes should be held.
- Certification programs should provide for more relevant courses in the field.
- A special newsletter should be developed by TEA and disseminated to all program participants.
- More specialization in the area of occupational orientation and career education should be developed in course content of degree programs and included in teacher preparation programs.

38. The following recommendations were submitted concerning field trip activities:

- Field trips should be expanded or required.
- Funds should be provided to support field trip activities.

39. The following recommendations were made concerning curriculum and scheduling of occupational-orientation programs:

- The programs should be required for all eighth grade students.
- More hands-on experiences should be provided.
- More effective efforts should be extended to integrate occupational-orientation programming in mainstream education.
- The program should be elective for seventh and eighth grade students and required for ninth grade students only.

- Curriculum content should be examined and revised to assure proper sequence and continuity of concepts.
- Occupational orientation education, along with career education, should be a part of the regular instructional program at all levels.
- The programs should be a full year in duration.

40. The following recommendations were made concerning administration of the occupational-orientation programs:
    - Definite administrative procedural guidelines should be developed by the Texas Education Agency.
    - Administrators should become better acquainted with occupational orientation programming in order to support the programs more effectively.
    - Lower student-teacher ratios should be an administrative goal.
    - More flexible budgeting systems would be helpful.
41. The following recommendations were made regarding staffing arrangements for implementing the programs:
    - Additional staff should be provided, both professional and clerical.
    - Programs should be expanded and added staff would be necessary.
    - Additional clerical assistance is needed.
    - At least part-time assistance should be provided in the audiovisual area.
42. The following recommendations were made in regard to facilities provided to accommodate and support the programs:
    - Facilities provided were fairly adequate.
    - Certain types of "mini-centers" should be developed.
    - Permanent classrooms should be established for the programs.
43. The following recommendations were made concerning the programs and their relationship to students, other school personnel, and the community in general:

- All teachers should participate in the occupational orientation programs.
- Consultant/coordinators should do regular classroom teaching and serve as special resource people.
- Classroom teachers should work more closely with advisory committees and find more effective ways to involve students in instructional programming.
- The programs should be more directly related to career education and other vocational programs.
- Students should be more comprehensively involved in doing in-depth studies in vocational-occupational areas.

44. Significantly higher posttest scores were evidenced by student participants. The instructional program in occupational orientation in the two school systems in which students were evaluated was apparently very effective.

APPENDIX A

INTERVIEW SCHEDULE FOR OCCUPATIONAL ORIENTATION

NAME_____ ☐ MALE ☐ FEMALE

(1) Position:

___ Classroom Teacher

___ Administrator

___ Occupational Orientation Teacher

___ Consultant/Coordinator

___ Counselor

___ Other _____

(2) Level:

___ Elementary

___ Middle/Junior

___ High School

(3) Degrees:

___ Bachelors

___ Masters

___ Doctors

(3) Experience:

___ 1-3

___ 4-6

___ 7-9

___ 10-12

___ 13-15

___ 15 +

(5) Assignment

___ Self-Contained

___ Not Applicable

___ Language Arts

___ Mathematics

___ Science

___ Social Studies

___ Health/P.E.

___ Foreign Language

___ Industrial Arts

___ Business Education

___ Vocational

___ Special Education

(6) Work Experience (Outside of Teaching)

	Full Time	Part Time	Length
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____ Not Applicable

(7) Courses in Occupational Orientation

___ 0 ___ 4 ___ 8

___ 1 ___ 5 ___ 9

___ 2 ___ 6 ___ 10 or more

___ 3 ___ 7

(8) In-Service Programs Attended

___ 0 ___ 4 ___ 8

___ 1 ___ 5 ___ 9

___ 2 ___ 6 ___ 10 or more

___ 3 ___ 7

Classroom Teacher

To What Extent:

9. Did you receive orientation to the program? _____

   Comments:

10. Do you feel that you understand the basic principles of the program? _____

    Comments:

11. Do you feel that you understand the objectives of the program? _____

    Comments

12. Do you feel that you understand your role? _____

    Comments:

13. Have you received assistance from the consultant/coordinator? _____

    Comments:

14. Were supplies and materials available? _____

    Comments:

15. Did you receive written instructional materials? _____

    Comments:

16. Were you given freedom to utilize materials in the classroom? _____

    Comments:

17. Have teaching materials been developed? _____

    Comments:

18. Are field trips essential? _____ _____ N/A

    Comments:

19. Are resource speakers effective? _____ _____ N/A

    Comments:

20. Has enthusiasm for learning increased? _____

    Comments:

21. Can this be attributed to the program? _____ _____ %

    Comments:

22. Have the students attitudes improved toward school? _____

Comments:

23. Have the students attitudes improved toward the world of work? _____

Comments:

24. Have the students developed respect for all kinds of work? _____

Comments:

25. Has the program improved school discipline? _____

Comments:

26. In which of the following areas have you observed changes in students:

___ Attitudes ___ Academics ___ Future Orientation

___ Attendance ___ Course Selection ___ Other: _____

___ Discipline ___ Career Awareness

Comments:

27. Have you had to devote time to remedial education? _____ _____ %

Comments:

28. Do you feel that time was taken from your teaching? ___ yes ___ no ___ %

Comments:

29. Was a pretest administered to the students: ___ yes ___ no

Comments:

30. Will a posttest be administered to the students? ___ yes ___ no

Comments:

31. What changes do you recommend?

Administrator

To What Extent:

32. Did you receive orientation to the program? _____

Comments:

33. Do you feel that you understand the basic principles of the program? _____

Comments:

34. Do you feel that you understand the objectives of the program? _____

Comments:

35. Do you feel that you understand your role? _____

Comments:

36. Was there an advisory committee? ___ yes ___no

Comments:

37. Did you receive assistance from the advisory committee? _____ _____ N/A

Comments:

38. Did parents participate? _____

Comments:

39. Have textbooks been analyzed for occupational information? _____ _____ N/A

Comments:

40. Has the current instructional program been analyzed? _____ _____ N/A

Comments:

41. Are field trips essential? _____ _____ N/A

Comments:

42. Did the business community cooperate? _____ _____ N/A

Comments:

43. What is the approximate ratio of: Teacher/Student 1: _____

Counselor/Student 1: _____ _____ N/A

Comments:

44. Do all students have equal opportunity to participate? _____

Comments:

45. How are students selected?

___ Required ___ Selected by administration/counselor

___ Elective ___ Other _____

___ All participate

46. Is the program limited to non-college bound students? _____

Comments:

47. What percent of students participate in the program? ___10-20 ___20-30

___30-40 ___40-50 ___50-60 ___60-70 ___70-80 ___80-90 ___90-100

Comments:

48. Has the program improved school discipline? _____

Comments

49. In which of the following areas have you observed changes in students:

___ Attitudes ___ Academics ___ Future Orientation

___ Attendance ___ Course Selection ___ Other: _____

___ Discipline ___ Career Awareness

Comments:

50. Do you feel a need for more definite standards and guidelines? ___ yes ___ no

Comments:

51. Do you feel a need for information concerning other programs? ___ yes ___ no

Comments:

52. Has teacher attitude improved? _____

Comments:

53. Have you received assistance from the Regional Education Service Center? _____

Comments:

54. Have you received assistance from the Texas Education Agency? _____

Comments:

55. What changes do you recommend?

Occupational Orientation Teacher

To What Extent:

56. Did you receive adequate orientation to the program? _____

Comments:

57. Do you feel that you understand the basic principles of the program? _____

Comments:

58. Do you feel that you understand the objectives of the program? _____

Comments:

59. Do you feel that you understand your role? _____

Comments:

60. Was there an advisory committee? ___ yes ___ no

Comments:

61. Did you receive assistance from the advisory committee? _____ _____ N/A

Comments:

62. Did parents participate? _____

Comments:

63. Have textbooks been analyzed for occupational information? _____ _____ N/A

Comments:

64. Has the current instructional program been analyzed? _____ _____ N/A

Comments:

65. Were supplies and materials available? _____

Comments:

66. Were the facilities adequate? _____

Comments:

67. Did you receive written instructional materials? _____

Comments:

68. Were you given freedom to utilize materials in the classroom? _____

Comments:

69. Have teaching materials been developed? _____

Comments:

70. Are field trips essential? _____ _____ N/A

Comments:

71. Are resource speakers effective? _____ _____ N/A

Comments:

72. Did the business community cooperate? _____ _____ N/A

Comments:

73. Has enthusiasm for learning increased? _____

Comments:

74. Can this be contributed to the program? _____

Comments:

75. Has the students attitude improved toward school? _____

Comments:

76. Has the students attitude improved toward the world of work? _____

Comments:

77. Have the students developed respect for all kinds of work? _____

Comments:

78. Has the program assisted in identifying:

Interests _____ Comment:

Abilities _____ Comment:

Opportunities _____ Comment:

79. Have the students increased in self-awareness? _____

Comments:

80. Has the program improved school discipline? _____

Comments:

81. In which of the following areas have you observed changes in students:

___Attitudes ___Academics ___Future Orientation

___Attendance ___Course Selection ___Other: _____

___Discipline ___Career Awareness

Comments:

82. Are students relating school to work? _____

Comments:

83. Have school subjects become relevant to the student? _____

Comments:

84. Does the program have to develop basic skills? _____

Comments:

85. Have you had to devote time to remedial education? _____%

Comments:

86. Was a pretest administered to the students? ___ yes ___ no

Comments:

87. Will a posttest be administered to the students? ___ yes ___ no

Comments:

88. Has the program assisted in making four-year plans? _____

Comments:

89. Has the program motivated students to continue their education? _____

Comments:

90. Has there been a follow-up study conducted of students? ___ yes ___ no

Comments:

91. Has the counseling and guidance program participated in the program? _____

Comments:

92. Do you feel a need for more definite standards and guidelines? ___ yes ___ no

Comments:

93. Do you feel a need for information concerning other programs? ___ yes ___ no

Comments:

94. Has teacher attitude improved? _____

Comments:

95. Have you received assistance from the Regional Education Service Center? _____

Comments:

96. Have you received assistance from the Texas Education Agency? _____

Comments:

97. What changes do you recommend?

Consultant/Coordinator

To What Extent:

98. Did you receive adequate orientation to the program? _____

Comments:

99. Do you feel that you understand the basic principles of the program? _____

Comments:

100. Do you feel that you understand the objectives of the program? _____

Comments:

101. Do you feel that you understand your role? _____

Comments:

102. Was there an advisory committee? ___ yes ___ no

Comments:

103. Did you receive assistance from the advisory committee? _____ _____ N/A

Comments:

104. Did parents participate? _____

Comments:

105. Have textbooks been analyzed for occupational information? _____ _____ N/A

Comments:

106. Has the current instructional program been analyzed? _____ _____ N/A

Comments:

107. Were the facilities adequate? _____

Comments:

108. Have teaching materials been developed? _____

Comments:

109. Are field trips essential? _____ _____ N/A

Comments:

110. Did the business community cooperate? _____ _____ N/A

Comments:

111. What is the approximate ratio of: Teacher/Student 1: _____

Counselor/Student 1: _____ _____ N/A

112. Do all students have equal opportunity to participate? _____

Comments:

113. How are students selected?

___ Required ___ Selected by administration/counselor

___ Elective ___ Other: _____

___ All participate

114. What percent of students participate in the program? ___10-20 ___20-30

___30-40 ___40-50 ___50-60 ___60-70 ___70-80 ___80-90 ___90-100

Comments:

115. Has the program assisted in identifying:

Interests ___ Comment:

Abilities ___ Comment:

Opportunities ___ Comment:

116. Have the students increased in self-awareness? _____

Comments:

117. In which of the following areas have you observed changes in students:

___ Attitudes ___ Academics ___ Future Orientation

___ Attendance ___ Course Selection ___ Other: _____

___ Discipline ___ Career Awareness

Comments:

118. Was a pretest administered to the students? ___ yes ___ no

Comments:

119. Will a posttest be administered to the students? ___ yes ___ no

Comments:

120. Do you feel a need for more definite standards and guidelines? ___ yes ___ no

Comments:

121. Do you feel a need for information concerning other programs? ___ yes ___ no

Comments:

122. Has teacher attitude improved? _____

Comments:

123. Have you received assistance from the Regional Education Service Center? _____

Comments:

124: Have you received assistance from the Texas Education Agency? _____

Comments:

125. What changes do you recommend?

Counselor

To What Extent:

126. Did you receive adequate orientation to the program? _____

Comments:

127. Do you feel that you understand the basic principles of the program? _____

Comments:

128. Do you feel that you understand the objectives of the program? _____

Comments:

129. Do you feel that you understand your role? _____

Comments:

130. Was there an advisory committee? ___ yes ___ no

Comments:

131. Did you receive assistance from the advisory committee? _____ _____ N/A

Comments:

132. Did parents participate? _____

Comments:

133. How are students selected?

___ Required ___ Selected by administration/counselor

___ Elective ___ Other _____

___ All participate

134. Is the program limited to non-college bound students? _____

Comments:

135. What percent of students participate in the program? ___10-20 ___20-30

___30-40 ___40-50 ___50-60 ___60-70 ___70-80 ___80-90 ___90-100

Comments:

136. In which of the following areas have you observed changes in students:

___ Attitudes ___ Academics ___ Future Orientation

___ Attendance ___ Course Selection ___ Other: _____

___ Discipline ___ Career Awareness

Comments:

137. Are students relating school to work? _____

Comments:

138. Has the program assisted in making four-year plans? ___

Comments:

139. Has the program motivated students to continue their education? ___

Comments:

140. Has there been a follow-up study conducted of students? ___ yes ___ no

Comments:

141. What changes do you recommend?

APPENDIX B

A SELF-EVALUATION

AND PROGRAM ANALYSIS

of Pilot Occupational

Orientation Programs

June, 1972

QUESTIONS TO BE EXAMINED

A SELF-EVALUATION AND PROGRAM ANALYSIS of Pilot Occupational Orientation Programs was completed by the teachers and consultant-coordinators in the 82 pilot programs. The questions asked were:

1. How did the administration react to the Occupational Orientation Program?
2. As a result of the program, has any reaction or interest in Occupational Orientation been apparent or expressed in your community?
3. How does your program compare with the original proposal?
4. What changes would you recommend in this program? Would you add or delete anything? If so, what?
5. (a) How many different industries or businesses did you visit?
   (b) Overall, how essential were the visitations and field trips?
   (c) Overall, how effective were the visitations and field trips?
6. (a) List the types, by careers, of resource people you used in your program.
   (b) Overall, how effective were the guest speakers?
   (c) Generally, how effective were the student orientation and follow-up with respect to guest speakers and visitations?
7. Have you been able to obtain adequate:

   Instructional materials

   Supplies

   Books and pamphlets for students

   Audio-visual films, filmstrips, and materials

   Audio-visual equipment

   Other

8. Were the local facilities adequate for the operation of the Occupational Orientation Program?

9. What changes were observed in the attitudes or teaching methods of teachers and counselors involved in the program?

10. Was a pre-test given to students (for programs in grades 7-10) to determine their knowledge about the world of work and occupations?

11. Have you used an advisory committee for your program this year?

12. Do you feel that your school (teachers, consultant-coordinators of program, and administrators) has received sufficient technical assistance from the Department of Occupational Education and Technology?

13. Do you feel that personnel from Education Service Centers were of help to you in the program?

14. Have you been able to involve parents directly or indirectly in the program?

15. What did you expect to happen to the students in this program?

16. In what ways did the <u>majority</u> of the students change?

    Attendance

    Attitude

    Achievement

    Interest

    Extra-curricular

17. <u>General Reactions</u>?

    (a) What were your problems?

    (b) What were the strong points of the program?

    (c) What did the students most enjoy?

    (d) What elicited the most comment from other teachers?

18. What are some of the specific program experiences that have proved successful with students?

19. Through your personal contact with other teachers, parents, or students was there any specific evidence of the following?

    (a) Did students relate this course at home in any way to the parent?

    (b) Did the course carry over at home in discussions?

    (c) Did the students' attitude toward school or work change in any way?

    (d) Did your students seek more information concerning occupations or educational pursuits as a result of this course?

On the following pages, answers to these questions, based upon the available data, are given. Tables, where appropriate, are offered for clarity and further study. Based upon this study, various conclusions and recommendations will be offered in a more comprehensive report at a later date.

RESULTS

This section presents the results of the analyses of the SELF-EVALUATION AND PROGRAM ANALYSIS of 82 Pilot Occupational Orientation Programs in the public schools of Texas.

Question 1:

How did the administration react to the Occupational Orientation Program?

	Highly Favorably	Favorably	Unfavorably	Total
N	50	32	0	82
(%)	(61)	(39)	(0)	

Question 2:

As a result of the program, has any reaction or interest in Occupational Orientation been apparent or expressed in your community?

	Yes [1]	No [2]	Total
N	70	12	82
(%)	(85)	(15)	

[1]The following are typical positive responses from those responding to If yes, Specify:

[2]The following are typical negative responses from those responding to If yes, Specify:

Parents

"It's a good thing."

"Been needed a long time."

"Worthwhile."

"Glad to see a future for slow students."

"Long overdue."

"Would like to take course."

Community and Business

"Employers expressed benefits to youth in getting jobs."

"More companies have asked us to come back."

"Places visited were impressed."

Parents

"No interest or involvement observed."

"Limited expression."

Community and Business

"Question by businesses as to purpose of program."

"Misconception as to purpose."

The Rotary Club, Chamber of Commerce, Advisory Board of the Principal, and several large companies were mentioned as being cooperative with the program.

The parents served as resource speakers, suggested resource speakers, supervised field trips, and arranged programs to be conducted explaining the program.

Question 3:

How does your program compare with the original proposal?

	Closely	Does Not Follow	No Knowledge	Total
N	74	4	4	82
(%)	(90)	(5)	(5)	

Question 4:

What changes would you recommend in this program? Would you add or delete anything? If so, What?

Staffing

Add	f
Vocational counselor	2
Media specialists	2
Teacher aides	2
Clerical assistance	2
Consultants team	2
Teacher for each junior high	1

Delete	
Time spent by classroom teacher	1
Specific planning by consultant	1

Staff Development

Add	
Better orientation of faculty	5
More in-service workshops	2
Latitude in job description for consultant-coordinator	2
Specialization in K-2 or 3-6	1
In-service for principals	1

Delete

Student Selection

Add	f
Improved selection process	3
Grouping remedial in one class	1
Delete	
Loading classes with retarded and low I.Q.	1

Class Size

Add	
Maximum of 15	3
Maximum of 20	1
Delete	
Large classes	1

Scheduling

Add	
Full year course	7
One semester	6
Required for one semester	3
Expand to K-6	3
Periods in succession	1
Program to feeder school	1
Time for material preparation	1
Observation year in 7th grade	1
Teach 5 classes, rather than 4, and use one day for research	1

Delete	f
Homeroom classes for teacher	1

Facilities

Add	
Centralized resource center	5
Ample floor space	1
Delete	

Funding

Add	
Budget funds for field trips	6
Supplement to visit other programs	2
Supplement above minimum foundation program	1
Delete	

Field Trips

Add	
Number of trips	5
Closer coordination of trips	1
Delete	

Materials

Add	
Interdisciplinary	6
Audio-visual aids	4
Textbooks	3
Workbooks	2
Group counseling and dynamics	1
Availability of materials	1

	f
Pamphlets	1
Master list	1

Delete

Program

Add

More "hands on" activities	4
Work experiences without pay	2
Committee for each grade level	2
Simplify terminology of clusters	1
Formal structure with specific objectives	1
Specific program for each level	1
Orientation of students	1
Mandatory for seniors	1
Closer work with counselors	1
Clubs and social activities	1
Variety in resource speakers	1

Delete

Evaluation

Add

Complete testing program	2
Self analysis by students	1
Use results of picture interest inventory	1
Individual interviews	1
Suitable interest test for junior high	1

	f
D.A.T. at first of year	1
Program on graded basis	1
Non-graded	1

Delete

Difficult forms for computer	1

Community Involvement

Add

Public awareness and communication	3
More speakers	2
Advisory committee	2

Delete

T.E.A.

Add

Definite standards	3
Dissemination from other programs	2
Information from other states	2
In-service to establish guidelines	1
Closer contact	1
Technical assistance	1

Delete

Question 5:

(a) How many different industries or businesses did you visit?

Intervals	f	(%)
0	7	(9)
1-5	27	(35)
6-10	17	(22)
11-15	9	(12)
16-20	8	(10)
21-25	4	(4)
26-30	3	(4)
Over 30	3	(4)
Total	78	

(b) Overall, how essential were the visitations and field trips?

	Very Essential	Essential	Not Essential	Total
N	60	20	2	82
(%)	(73)	(24)	(3)	

(c) Overall, how effective were the visitations and field trips?

	Very Effective	Effective	Less Than Desired	Ineffective	Total
N	49	23	3	0	75
(%)	(65)	(31)	(4)	(0)	

Question 6:

(a) List the types, by careers, of resource people you used in your program.

	f	(%)
Agri-Business and Natural Resources	37	(3.6)
Business and Office	128	(12.6)
Communication and Media	65	(6.4)
Construction	92	(9.1)
Consumer and Homemaking	8	(.8)
Environmental Control	16	(1.6)
Fine Arts and Humanities	33	(3.3)
Health	96	(9.5)
Hospitality and Recreation	19	(1.8)
Manufacturing	54	(5.3)
Marine Science	7	(.7)
Marketing and Distribution	39	(3.8)
Personal Services	67	(6.6)
Public Services	294	(28.9)
Transportation	61	(6.0)
Total	1016	

(b) Overall, how effective were the guest speakers?

	Very Effective	Effective	Less Than Desired	Ineffective	Total
N	41	36	1	0	78
(%)	(53)	(46)	(1)	(0)	

(c) Generally, how effective were the student orientation and follow-up with respect to guest speakers and visitation?

	Very Effective	Effective	Less Than Desired	Ineffective	Total
N	27	40	10	0	77
(%)	(35)	(52)	(13)	(0)	

Question 7:

Have you been able to obtain adequate:

	Yes(%)	No(%)	Total
Instructional materials	54 (69)	24 (31)	78
Supplies	80 (98)	2 (2)	82
Books and pamphlets for students	42 (53)	38 (47)	80
Audio-visual films, filmstrips, and materials	60 (74)	21 (26)	81
Audio-visual equipment	69 (84)	13 (16)	82
Other	13 (76)	4 (24)	17

Question 8:

Were the local facilities adequate for the operation of the Occupational Orientation Program?

	Yes	No[1]	Total
N	62	20	82
(%)	(76)	(24)	

[1]Negative responses to explain briefly were:

Item	f
Small or temporary classrooms	7
Shortage of storage space	6
Movie screen or projector inadequate	5
Teachers used own classroom	4
Need additional telephones	2
Poor room arrangement	2
Class conducted in auditorium	2
Lack of equipment	2
Lack of file cabinets	1
Selected as per proposal	1
Insufficient instructional materials	1
Combined classes were a problem	1
No place for consultant-coordinator	1
Others deprived of audio-visual equipment	1
Noise level	1
Not in anyone's planning	1

Question 9:

What changes were observed in the attitudes or teaching methods of teachers and counselors involved in the program?

Improved teacher attitude by including program in curriculum	20
Improved teacher cooperation	11
Closer student relationship	1
Improved creativity in material presentation	1
Improved student attitude	1
Teachers felt time taken from teaching	1
Favorable to in-service	1
Program could be motivating force	1
Familiarization with program	1
Trouble grasping ideas	1
Counselor attitude	1

Question 10:

Was a pre-test given to students (for programs in grades 7-10) to determine their knowledge about the world of work and occupations?

	Yes	No	N/A	Total
N	33	28	14	75
(%)	(44)	(37)	(19)	

Question 11:

Have you used an advisory committee for your program this year?

	Yes	No	Total
N	15	66	81
(%)	(19)	(81)	

Question 12:

Do you feel that your school (teachers, consultant-coordinators of program, and administrators) has received sufficient technical assistance from the Department of Occupational Education and Technology?

	[1] Yes	[2] No	No Opinion	Total
N	44	20	16	80
(%)	(55)	(25)	(20)	

[1]Positive responses:

Cooperation in providing information and assistance	3
Funds helpful and appreciated	2
Assisted in establishing training program	1
Someone available if needed	1
Assisted with audio-visuals	1
Adequate	1
Excellent workshops	1
Region XI very helpful	1
Very much assistance in 1970-71	1
Upon request	1
Valuable information	1
Received ideas, information, and transparencies	1

[2]Negative responses:

No contact	6
Need more in-service	3
School not fully oriented as to purpose of program	2

	f
No assistance, just workshops	1
Very little help on guidelines	1
Most don't know about program	1
More direction needed on specific areas, methods, and materials	1
Too many forms to fill out	1
Problem of buses	1
Most materials and sources collected on own	1
Material difficult to apply and late delivery	1
Closer means of communications	1
Need sharing ideas from others	1
Not knowledgeable of any assistance	1
Moral support	1
Just workshops	1
Need list of free films	1
Free pamphlets	1

Question 13:

Do you feel that personnel from Education Service Centers were of help to you in this program?

	1 Yes	2 No	Total
N	63	19	82
(%)	(77)	(23)	

[1]Positive responses:

Cooperated and supplies materials on request	1

	f
Great help	1
Most material developed by Region I	1
Only media	1
Greater potential than utilized	1
Region IV excellent	1
Not asked, only material	1
[2]Negative responses:	
No help provided	5
Not particularly knowledgeable	2
Never saw or met, never asked for help	1
Films, no personnel	1
Materials for special education	1
Material too elementary	1
Used none	1
Not familiar with conditions	1
Materials not in quantities	1
ESC's need special funding	1
No help on guidelines or techniques	1
More complete catalogue of films	1
Too far away	1
No definite materials	1

Question 14:

Have you been able to involve parents directly or indirectly in the program?

	[1] Yes	[2] No	Total
N	61	20	81
(%)	(75)	(25)	

[1]Positive responses:	f
Resource speakers	33
Supervise and arrange field trips	21
P.T.A. programs	9
Questionnaire regarding program	6
Interviewed by parents	5
Open house	5
Supplied material	3
Assisted in 4 yr. plan	3
Served as aides	2
Discussion at home	2
Assisted in research	1
Advisory	1
If student requested	1

[2]Negative responses:	
Most students do not want parents at school	1
Hard to involve	1
Teachers involved too much in other areas	1
Parents reluctant	1
Most worked and few had time	1
Only one parent	1

Question 15:

What did you expect to happen to the students in this program?

	f
Understand and be aware of the world of work	46
Respect for other roles	30
Concerned with own future	14
Understand self	13
More school success for all	11
Assist in career selection	7
School subject more relevant	7
Understand how all things are related	6
Improvement in attitude	6
Continue in vocational training	5
Assist in making four-year-plan	4
Improved attitude toward others	3
Objective selection of a phase of vocational education	2
Excitement in learning	2
Know 15 job families	2
Vocation in world of work	2
Improved attendance	1
Improved discipline	1
Life is very close and real	1
Better citizens	1
Excited about own potential	1
Learn by observation	1
Drop-outs know where to find training	1
Experience construction trades	1
Respect for society's unwritten law	1
Go to Phase II of environmental tech.	1

	f
Relief from usual routine	1
Will follow socio-economic pattern of parents	1

Question 16:

In what ways did the majority of the students change?

	Improved N	(%)	No Noticeable Change N	(%)	Total
Attendance	26	(33)	52	(67)	78
Attitude	69	(87)	10	(13)	79
Achievement	48	(62)	29	(38)	77
Interest	76	(99)	4	(1)	80
Extra-curricular	20	(27)	55	(73)	75

Question 17:

General Reactions?

(a) What were your problems?

Attitude and motivation	8
Some discipline	7
Selection process	5
Underachievers and slow learners	4
Unable to read, write, or spell	2
Stigma attached to program	1
Trouble makers	1
Not adequately prepared	1
Not future oriented	1
Boys bored with secretarial part	1
Individualizing instruction	1

Administration

	f
Not enough support	5
Accepting program	2

Teachers

Participation and adaptation	10
Relating academics to program	2
Reluctance	1
Expressed negative attitude	1
"Stagnant"	1
Overburdened and resentful	1
To use prepared lesson plans	1
Not informed	1
Poor orientation	1

Counselors

Insufficient cooperation	2
Voiced opinion program was special education	1
Academic student not referred	

Materials

Lacking at junior high level	4
Lacking in tools and materials	3
Insufficient at first	3
Preparing and disseminating	2
Locating for occupational families	2
Lacking in audio-visual	1
Filmstrips unavailable for occupations	1
Inappropriate interest tests	1
Overall lesson plans	1
Ordering	1
Few guidelines and places to obtain answers	1

	f
Pamphlets	1
Lacking in specific objectives	1

Mechanics

Lack of time	7
Class size	4
Space	4
Scheduling	3
Lack of funds and equipment	3
Not knowing what to do	2
Setting up	2
Lack of teacher planning and conference	2
Grouping for field trips	1
Obtaining speakers from trades and parents	1
Transportation	1
Field trips interfered with other classes	1
Class time limited trips	1
Taught in auditorium	1
Lack of graded program	1
Consultant role misunderstood	1
Lack of technical assistance	1
Communication	1
Sequence	1
Too much time spent on surveys and materials	1

(b) What were the strong points of the program?

Attitude of students	33
Community support	15
Field trips	13
Resource speakers	13

	f
Teacher cooperation	13
Films	10
Parental involvement	7
Relevance of academics to careers	6
Student self awareness	5
Job information	5
Administrative cooperation	4
Assisted students in educational decisions	4
Beneficial to all students	3
Freedom from structured setting	3
Group cooperation	2
Library	2
Role playing	2
Power mechanics	1
Welding	1
Activities	1
Small class size	1
Picture interest inventory	1
Planned program	1
Materials	1
Secretarial occupations	1
Understanding black child	1
No pressure for grades	1
Students created program	1
(c) What did the students most enjoy?	
Field trips	56
Resource speakers	34
Audio-visual aids	21

	f
Role play and dramatization	18
Active participation	13
Projects	12
Class discussions	9
Class freedom from academics	6
Poster and Bulletin boards	6
Games	6
Creative writing	5
SRA job experience kits	2
Parent involvement	2
Telephone teletrainer	2
Learning by observation	2
Teacher	2
Interviewing	2
Interest tests	2
Educational planning	2
Working with machines	2
Self awareness activities	1
Work of someone with family name	1
Writing letters	1
All	1

(d) What elicited the most comment from other teachers?

Student interest	29
Resource speakers	12
Posters	7
Field trips	7
Teachers' interest	5
Special presentations	3

	f
Role models	3
No textbooks	3
Material development	3
Relevant teaching tool	2
Teachers insufficient knowledge of program and occupations	2
Educational planning	2
Films	2
Where and how to secure materials	2
Effect of program	2
Projects	2
"No time" by uninvolved teachers	1
Lack of quality materials	1
Constant pointing to educational needs	1
Group guidance processes	1
Organization of laboratory	1
Case work	1
Evaluation forms	1
Activities	1
Parental involvement	1
Research done by teachers	1
Open house	1
Career corners	1
Assemblies	1
Spelling word lists	1
Use of vocabulary words	1
Need of poor students being informed about job futures	1
Curriculum guides	1
Should be required	1

	f
Should be in lower elementary	1
Student and grade level meetings	1
Students ability to work machines	1
Machines	1
Dramatization	1
Varied	1
Exhibit tools of trade	1
Materials from individuals	1
Bulletin boards	1
Career guidance at early age	1
Teachers wanted to combine classes	1

Question 18:

What are some of the specific program experiences that have proved successful with students?

Field trips	30
Audio-visual aids	19
Role playing	18
Speakers	18
Projects	16
Student posters	10
Job interviews	9
Class discussions	7
Writing letters	6
Activities	4
Student involvement	3
Self analysis forms	3
Materials	3
Radio programs	2

	f
Interest survey	2
Use of teletrainer	2
Obtaining social security cards	2
Finding part-time jobs	2
Using want-ads	2
Group sessions	2
Creative writing	2
Games	2
Relating subjects to world of work	2
Parental involvement	2
Applying for job	2
Contracts	2
Hobby fairs	1
SRA work kit	1
Dramatization	1
Interviewing	1
Feeling of being select group	1
Publicity about program	1
Interest in teaching field	1
Professional preparation	1
Career corners	1
Job interviews	1
Made transparencies	1
Include music	1
Students inviting speakers	1
Ample class time	1
Extra credit	1
Curriculum expansion	1
Reader printer	1

	f
Include knowledge of occupations	1
Casual atmosphere of class	1
Calculating salaries	1
Working models to explain wages	1
Job outlook	1
Audio-visual aids	1

Question 19:

Through your personal contact with other teachers, parents, or students was there any specific evidence of the following: (a) Did students relate this course at home in any way to the parents?

	Yes	No	Total
N	77	2	79
(%)	(97)	(3)	

(b) Did the course carry over at home in discussion?

	Yes	No	Total
N	70	7	77
(%)	(91)	(9)	

(c) Did the students' attitude toward school or work change in any way?

	Yes	No	Total
N	77	5	82
(%)	(94)	(6)	

(d) Did your students seek more information concerning occupations or educational pursuits as a result of this course?

	Yes	No	Total
N	78	0	78
(%)	(100)	(0)	

SELF-EVALUATION AND PROGRAM ANALYSIS

of

Pilot Occupational Orientation Programs

Name of School District _____

Name of School Campus(es) _____

_____

Name and Title of Person(s) Completing Report _____

_____

_____

Date Submitted _____

Return by May 12, 1972

Return in attached self-addressed stamped envelope

To: Dr. Billy N. Pope
Coordinator, EPD Consortium D
P. O. Box 1300
Richardson, Texas 75080

1. How did the administration react to the Occupational Orientation Program?

   Highly favorably_____ Favorably_____ Unfavorably_____

2. As a result of the program, has any reaction or interest in Occupational Orientation been apparent or expressed in your community?

   Yes_____ No_____ If yes, Specify:_____

   _____

3. How does your program compare with the original proposal?

   Closely_____ Does not follow_____ No knowledge_____

4. What changes would you recommend in this program? Would you add or delete anything? If so, what? _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. (a) How many different industries or businesses did you visit?_____

   _____

   (b) Overall, how essential were the visitations and field trips?

   Very essential_____ Essential_____ Not essential_____

   (c) Overall, how effective were the visitations and field trips?

   Very effective_____ Less than desired_____

   Effective_____ Ineffective_____

6. (a) List the types, by careers, of resource people you used in your program.

_____

_____

_____

_____

_____

_____

(b) Overall, how effective were the guest speakers?

Very effective_____ Less than desired_____

Effective_____ Ineffective_____

(c) Generally, how effective were the student orientation and follow-up with respect to guest speakers and visitations?

Very effective_____ Less than desired_____

Effective_____ Ineffective_____

7. Have you been able to obtain adequate:

	Yes	No
Instructional materials.....		
Supplies.....		
Books and pamphlets for students.....		
Audio-visual films, filmstrips, and materials...		
Audio-visual equipment.....		
Other.....		

(use additional sheets)

8. Were the local facilities adequate for the operation of the Occupational Orientation Program? Yes_____ No_____ Explain Briefly:_____

_____

_____

9. What changes were observed in the attitudes or teaching methods of teachers and counselors involved in the program? (To be completed only by consultant-coordinators)_____

_____

_____

10. Was a pre-test given to students (for programs in grades 7-10) to determine their knowledge about the world of work and occupations?

Yes_____ No_____ Not appropriate_____

11. Have you used an advisory committee for your program this year?

Yes_____ No_____

12. Do you feel that your school (teachers, consultant-coordinators of program, and administrators) has received sufficient technical assistance from the Department of Occupational Education and Technology?

Yes_____ No_____ No opinion_____ Explain:_____

_____

_____

13. Do you feel that personnel from Education Service Centers were of help to you in the program?

Yes_____ No_____ If no, Explain:_____

_____

_____

14. Have you been able to involve parents directly or indirectly in the program?

Yes_____ No_____ Explain:_____

_____

_____

15. What did you expect to happen to the students in this program? _____

_____

_____

_____

_____

16. In what ways did the majority of the students change?

	Improved	No Noticeable Change
Attendance.....		
Attitude.....		
Achievement.....		
Interest.....		
Extra-curricular.....		

17. General Reactions?

(a) What were your problems?_____

_____

_____

(b) What were the strong points of the program?_____

_____

_____

(c) What did the students most enjoy?_____

_____

_____

(d) What elicited the most comment from other teachers?_____

_____

_____

18. What are some of the specific program experiences that have proved successful with students?_____

_____

_____

_____

19. Through your personal contact with other teachers, parents, or students was there any specific evidence of the following:

(a) Did students relate this course at home in any way to the parent?

Yes_____ No_____

(b) Did the course carry over at home in discussions? Yes_____ No_____

(c) Did the students' attitude toward school or work change in any way?

Yes_____ No_____

(d) Did your students seek more information concerning occupations or educational pursuits as a result of this course?

Yes_____ No_____